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ABSTRACT

This occasional paper describes the National Council for History Education's program of professional development for history teachers along with the principles that were used to institute the program. The manual is intended as a guide for educators to establish their own history colloquium programs. The 10 sections are: (1) "Introduction"; (2) "The Colloquium Philosophy: A Way of Thinking About History and Teaching"; (3) "Planning the Kind of Inservice Experience We Always Wanted"; (4) "Choosing the Team"; (5) "Content: What Do We Do For Three Days?"; (6) "Logistics Are Important"; (7) "'It's A Great Idea, But We Don't Have Any Money.' Some thoughts on Costs and Fundraising"; (8) "A Colloquium of Your Own"; (9) "Personnel, Materials and Resources"; and (10) "Table of Contents for Appendixes." Twenty-two appendixes include sample letters, posters, forms, and checklists. (EH) Appendices." (EH)

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National Council for History Education, Inc.

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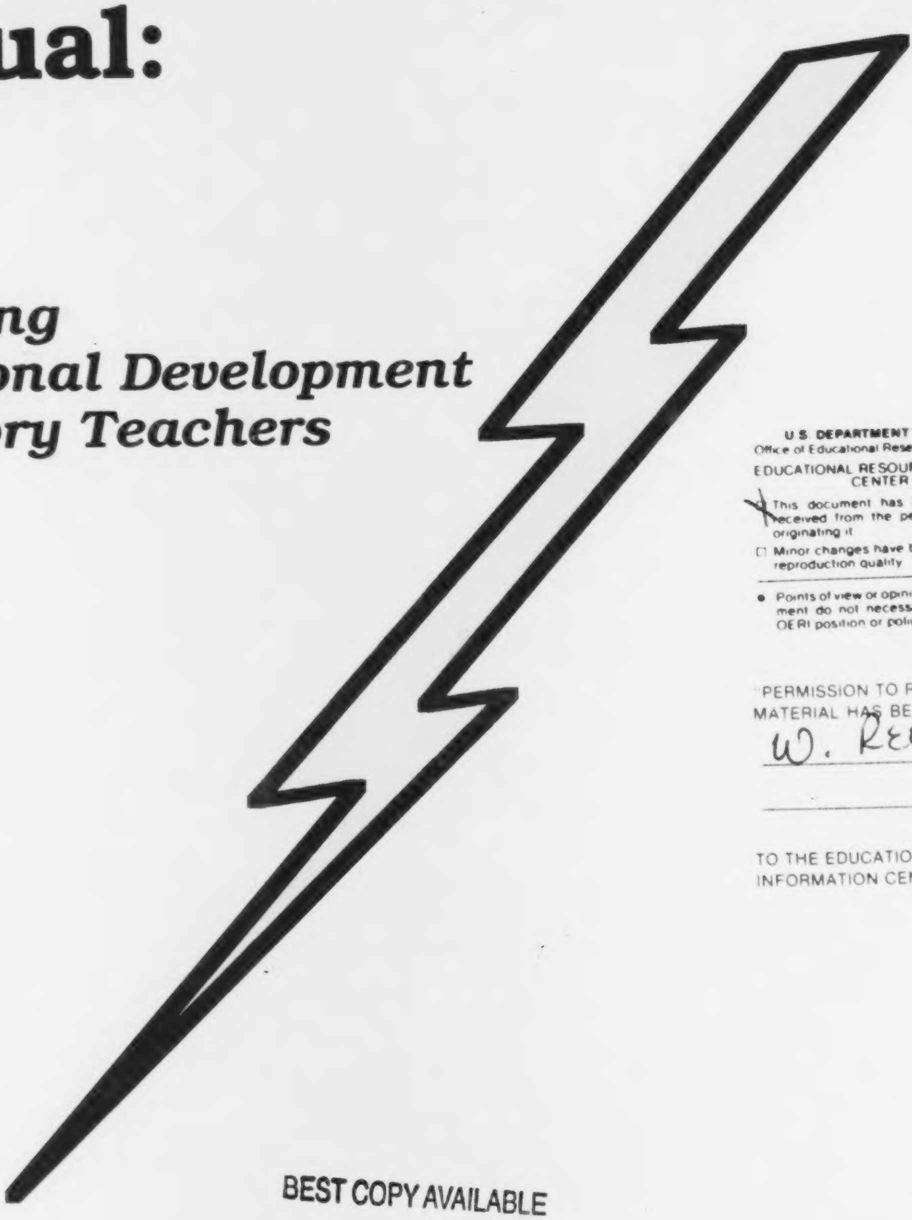
The History Colloquium Manual:

Energizing Professional Development for History Teachers



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The History Colloquium Manual:

Energizing Professional Development for History Teachers

published by the
National Council for History Education, Inc.

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Westlake, Ohio

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Introduction

The idea for the History Colloquium Program came from teachers and school administrators who served on curriculum review committees in various places around the USA. After September 1988, when the Bradley Commission's report, **Building A History Curriculum: Guidelines for Teaching History in Schools**, was published, the staff of the Bradley Commission [and later of Bradley's successor, the National Council for History Education (NCHE)] met with many such committees. We talked to them about the Bradley Commission's nine recommendations to improve history education (See Appendix A) and about the view of history and history teaching advocated in the Bradley guidelines.

Frequently the committees we met with told us that they agreed with the Guidelines and that they wanted to institute such a curriculum. "But how," they asked us, "can we give our teachers the background and resource material they will need to teach history this way? Can you help us prepare our teachers to teach this kind of history curriculum?"

> *How can we give our teachers the background and resource material they will need to teach history this way?*

At the time, all we could do was try to point these school districts in the right direction and wish them well. But, all the while we were thinking, "If we had the money to do it, what kind of professional development program could get these schools started toward the kind of history education envisioned by the Bradley Commissioners?"

In 1991 the Fund for the Improvement of Postsecondary Education (FIPSE) gave us a three year opportunity to put those thoughts into practice. This Manual is a detailed description of the National Council for History Education's program of professional development for history teachers and the principles that guided us in bringing the program to life.

We planned this Manual as a guide for others in establishing their own History Colloquium Programs. For that reason we have tried to put down on paper *everything* we have learned about conducting the History Colloquium: from the big, philosophical principles, down to the smallest practical details that make a meeting run smoothly. We have also tried to include many of the materials from the project in the Appendices. If we have gone overboard, we have tried to make sure it is in providing you with *more* than you may need to know. We included details for those new to the professional development job as well as reminders for experienced program leaders.

We are grateful to the many individuals and organizations who have worked on this project between 1991 and 1994, especially the Fund for the Improvement of Postsecondary Education, whose generous support made the entire project possible, its Director Charles H. Karelis, and Program Officers Jaymie Lewis, Preston Forbes, and Sherrin Marshall.

We owe a great deal to the coordinators in the school districts that sponsored the colloquia including: Sherrie Brown, Bernice Burchett, Michael Crowley, Joe Cumo, George Dubose, Kathryn Hamrick, Peter Hodges, Gus Huber, Gerry Katz, Eileen McSwiney, Dean Moore, Myrna Nekoba, Doug Phillips, Brian Ross, Gail Rowe, and Jeffrey Shedd.

The Colloquium Team Leaders were essential to the success of the program and we thank them all: John Ahern, Rodney

Atkinson, Edward Berenson, Kieran Egan, Paul Filio, Geno Flores, Jana Flores, Betty B. Franks, John Lewis Gaddis, Paul A. Gagnon, Claudia Hoone, David Kyvig, Sherrin Marshall, Lawrence McBride, William H. McNeill, Peter Rutkoff, Charles Schierloh, Fred Schuld, Nancy Taylor, Carl Ubbelohde, Bernard Weisberger, Michael Whelan, and Arthur Zilversmit. External Evaluator Suzanne Wilson provided valuable information with her assessment and NCHE Communications Consultant Joseph Ribar assisted with all phases of written and verbal productions.

But most of all we are grateful to the hundreds of classroom history teachers who participated in the Colloquium programs. Their intelligence, inquisitiveness, ingenuity, and their willingness to reinvent history education is the real story of the History Colloquium Program.

NCHE staff were Project Director Elaine Wrisley Reed and Colloquium Coordinator Mark A. Sivy who supervised all aspects of the program.

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The Colloquium Philosophy: A Way Of Thinking About History and Teaching

Before plunging into the details of how to set up and run a History Colloquium, we would like to talk to you about the big ideas, the "landmarks" that kept us on course, as we planned a professional development program for history teachers.

At the heart of this project is a vision: a vision of what history classes *can* be, indeed, what they *should* be.

When you or I open the door to a history classroom, what kind of class will we see? Will we see rows of children committing to memory lists of kings, presidents, generals, battles and dates? Will we see teachers making a "mad dash through the centuries" in order to be able to say that the material has been "covered"? Will we see students in small groups exchanging unfounded opinions on current events in the name of "relevance"?

Or, when we open the history class door, will we see teachers offering the sort of history that only a minority have been lucky enough to offer up to now? Will we see courses that:

- combine an analytical, chronological narrative with frequent pauses for studies in depth, neither of which can do without the insights of the other.
- deal constantly with the relation between fact and concept, neither of which educates without the other.
- carry significant, compelling themes and questions from the start of United States and world history down to the present day, frequently responding to the students' challenge: "So what?"
- demonstrate the interdependence of history and the social sciences, by teaching the concepts of the latter in dramatic historical context.
- demonstrate the interdependence of history and the humanities, by concurrent studies of literature, philosophy, and the arts.
- are pluralist, multicultural, inclusive of people of all backgrounds and conditions in whatever society is under study.
- provide a sophisticated understanding of the origins, the advances and defeats, the worldwide adventures of the democratic ideas that bind us together as one people.
- offer many chances for active learning, inquiry and the development of critical, historical habits of the mind.
- are taught by a wide diversity of pedagogical methods, of the teacher's own choice and design.

Teaching the kind of history course described above is a tall order. But at the National Council for History Education we felt certain when we started (and still are certain today) that we *would* be able to open classroom doors and see that kind of history class, *if we could convince the history teachers* to share the vision. It is fine if the district syllabus or the state framework calls for this kind of history, but that is just paper on a shelf. When the classroom door closes, it is what the *teacher* thinks and believes that makes the difference. That is why we chose to create a professional development program, rather than a curriculum revision program or a materials development program. Teachers, we believe, are the key to improved history education.

The History Colloquium we developed is an opportunity for teachers, historians, and learning specialists to spend three days talking together as colleagues about how they can make this vision of history education part of their own classrooms. It is also a time to talk about the preparation, in terms of knowledge, research, and teaching techniques, that is necessary to teach such a history class.

History Is Interesting, Exciting, Meaningful

We had heard about the surveys indicating Social Studies was among the least liked subjects and we had heard plenty of comments such as "...I hated history in school, but now that I'm out, I'm starting to like it more and more." But we thought that when people told us they had "hated history," they were really talking about their Social Studies class, and that what went on in their "Social Studies" class was probably not history at all, let alone good history. The irony of the situation is that if history was well taught, the results of those "Social Studies Surveys" would turn out more positively.

It was, and is, our bedrock belief that history is a fascinating story, full of conflict, triumph, and tragedy, which explores the many facets of what it means to be a human being. History is the story, perhaps more accurately the stories, of human beings; and since we are all human, history is inherently interesting, and exciting, and meaningful. It is **our** story! In fact, we have had to work very hard to reach the point where children are not interested in the stories of history.

History Invites Challenging Analysis

History invites students to put its stories together, take them apart, find out what makes them tick. History is the greatest detective story of them all.

Historian/detectives have the fun of finding the clues and establishing what happened—researching for evidence, determining its validity, putting the evidence together to form a complete picture—but they also do historical interpretation, trying to determine the meaning of all the facts they have assembled.

The realization that historians working with the same set of facts can have several different interpretations of the meaning of those facts, can challenge students to begin thinking about history for themselves. They can begin to have a "living" concept of history when they realize that the meaning of history must be created and oftentimes recreated. They begin to see that history is not finished and written down in their texts, but that what is in their books is an interpretation. They begin to see that interpretations can be analyzed and accepted or rejected, and that there may well be other valid interpretations for the facts of a story. In the end we hope to convince our students that they are capable of making the judgment of the validity of historical interpretations for themselves.

To make one's own judgments about historical interpretations is certainly a challenge, but to realize that one has the ability to make those judgments is also empowering.

Teaching Is Knowing, Communicating, and Motivating

The History Colloquium is not just about history as a body of knowledge. It is also about passing on that knowledge to students, that is, about *teaching* history. We are certain that not just "anybody" can teach history well. It is important that students have a *good* teacher if they are to learn history. During the Colloquium we wanted to focus part of the time on the combination of qualities that make a good history teacher.

We believe that a good history teacher knows the history he or she is teaching. We do not believe there is such an entity as the "generic" teacher, who can teach students regardless of his or her own background in the subject matter. But knowing history means the history teacher must read, research, take notes, and search for sources and corroboration. Knowing history is not a matter of staying "a chapter ahead of the class in the textbook." It takes time and we know of no shortcuts, but it is interesting and challenging work.

Knowledge of history, while it is necessary, is not all that is needed to be a good teacher. One may know history but not be able to get it across to students.

A good teacher communicates knowledge to students clearly and is able to find the motivational levers that make students enthusiastic about learning history. We think the teachers' enthusiasm for history is a quality that helps them communicate with their students and motivate their students to want to learn history. If a teacher likes history, finds history's stories important and exciting, and is anxious to share history with students, most of the students will tend to pick up those same attitudes about history.

Neither Content Nor Pedagogy May Dominate—Both Are Essential

We believe in good history, well taught.

Good history means content that is accurate and complete. *Good history* searches for facts, confirms dates, and checks for bias. It verifies sources, cross-checks references and remembrances. *Good history* tells a complete story, making sure that significant facts or portions of the story are not omitted to create a skewered interpretation. But *good history* is not just assembling a mountain of accurate data, it is more importantly the extraction of meaning from the data. *Good history* looks at data from many points of view: political, social, economic, intellectual, cultural, urban, local, family, to name a few. It means examining significant events in U.S. History, Western Civilization, and World History and placing those events in context.

But *good history* by itself is not enough, it must also be *well taught*. We believe that creative teachers must use effective techniques to engage students. As the Bradley Commission concluded, teachers "...should feel free to choose their own content emphases and ways of teaching, according to their own teaching conditions, interests, and talents. And they should be encouraged to apply the axiom that variety is the spice of learning, just as it is of life." Good history teaching can take the form of a spellbinding lecture by a talented instructor...but not every day.

Good history teachers will also:

- include pedagogical techniques that have students working independently and in small groups, in addition to the full class lecture setting.
- use primary source materials including: documents, diaries, letters, newspapers, photos, music, recordings of oral histories, clothing, tools, furnishings and other artifacts.
- engage students with historical literature and biography.
- have students express themselves verbally and on paper: in class discussion, prepared speeches, research papers, short paragraphs, plays based on research, posters/projects, video productions, or tape recorded interviews.

It is not our purpose to present an exhaustive catalog of effective teaching techniques but rather to suggest a starter list that may spark other ideas. However, in the final analysis, good history education will always require effective teaching methods and solid, complete, accurate historical content. Both are necessary; alone neither is sufficient.

Our conviction that there is no dichotomy between content and pedagogy led us to two principles you will see stressed throughout the History Colloquium. Those principles are: The Tri-Partite Alliance and The Collegiality Principle.

The **Tri-Partite Alliance** means that a colloquium is led not by one person but by a *team* of leaders and that the make-up of that team reflects our conception of quality history education. NCHE teams consist of three *co-equal* members: a Master Classroom History Teacher, an Historian, and an Education Specialist. The Historian is there because this program is about history and *content is essential*; the Education Specialist is there because we want someone who has thought professionally about *how to teach* history effectively and *how students of all ages learn*; the Master Teacher is there because the practical pressures of the classroom and school schedule are different from the university and it is the professional teacher who translates academic research into teachable lessons. The team is also a model of professionalism for school history teachers because it shows a classroom teacher as a co-equal team member with university professors. And perhaps most important, we want to show each team leader being actively involved in both history content and effective pedagogy, regardless of their individual specialty.

The **Collegiality Principle** means that participants and team leaders meet in the History Colloquium as professional colleagues, each involved in history education. Opinions within the Colloquium stand on their own truth and merit, not on the title or institution of the speaker. In later sections we will discuss techniques used to promote this collegiality, but for now it may be enough to say that we believe we are all in the profession of history education together and that no one aspect is dominant over the others. To teach history well requires good history content and historical research, it requires knowing and using the best in learning research and pedagogical technique, and it requires the practical application of both those bodies of knowledge in the classroom. Therefore we tried to design a program in which all the participants would consider themselves to be in a meeting of colleagues.

Narrative History

History is a story, well told.

We believe that the stories of history are naturally engaging. Hollywood producers know this and they regularly "steal" stories from the pages of history. Hollywood may know a good story when it sees one, but Hollywood does not always have the same respect for facts that the historian does. That is one reason why we think it is absolutely necessary that *teachers* pass along the stories of history to children. Teachers will tell a good story, but, in addition, they will make sure that the good story is also good **history**.

Not only does narrative history make for interesting classes, the stories of history also provide context for factual material. Names, dates, legislation, and treaties that are part of an historical narrative are easier to place and recall than the same information presented as a list to be memorized. When students remember the story, they will recall the essential factual details.

Narratives are also the basis for historical analysis. They are history's raw material. We want students to be able to place events in context and relate what went before to what comes after. We want them to be able to do things such as distinguish evidence from assertion and fact from conjecture; be able to assess motive; and be able to tell the important from the inconsequential. But these are not skills that are developed in a vacuum. Learning to think and analyze can only happen if there is some*thing* to think about, some*thing* to analyze. The stories of history are those some*things*.

Like any other story, a history story will have characters, setting, and plot action, although the mix will vary from episode to episode. In a Colloquium we want teachers to discuss the infinite number of combinations of these elements so that the use of narrative history remains fresh.

It's A Big Job, But There Are Thirteen Years To Get It Done

Helping students leave high school with an understanding of U.S. History, Western Civilization, and World History is a formidable challenge. But we think it is important that history teachers be neither overwhelmed by, nor unimpressed with, the difficulty of the task.

The school history curriculum should be thought of as stretching from kindergarten through the twelfth grade. In our view, during those thirteen years the school and the history teachers have an obligation to teach their students history. At the same time, we believe that the task is both cumulative and sequential—no *one* teacher in any *single* year has to teach the *whole* of history to his or her students. On the other hand, if the task is to be completed, each teacher must do his or her part and each of those parts should build, one upon the other.

Elementary school social studies ought to prepare children for later formal study of history by making them familiar with appropriate conceptions of time ("...your grandparents were born long ago; George Washington was born long, long ago; this story about Ancient Greece is about a time long, long, *long* ago.") or just the idea of sequence, that some things happened before or after other things. Myths, legends, folk-tales, and biographies can help young children begin to think about other times and other places.

Elementary students can also work with the basic tools of the historian: primary sources. They can look at photos, listen to songs, listen to readings from diaries, examine tools, clothes, and other artifacts. In this way even young children begin to develop skills in asking questions, examining materials for information, and drawing conclusions.

With this type of background students can more easily begin thinking about a formal history in the middle school and be "doing history" in high school. Local districts use their scope and sequence of courses to divide U.S. and World History into manageable and coherent units so that, between 5th and 12th grades, students confront the landmark historical episodes, see the temporal and causal relationships among them, and explore a fair number of these "landmarks" in depth. In their study of history older children can: use dates to accurately place events in time; use the geographer's techniques to determine spatial relationships; research in libraries and archives to find primary sources; write about their research and begin telling the human story in their own words.

Themes In History

What is the ultimate purpose of all this coordinated study of history during the entirety of a child's K-12 experience? Should all children reach their high school graduation with the same array of information and skills packed into their heads?

Obviously no one can recall all the details of history, and even two people who know a great deal of history will not know exactly the same information. And yet, there is something about history that is common to all who study it, regardless of the particular eras of time or episodes of history they study and know.

A good history education gives a person the understanding of the big ideas in the development of human civilizations, based on knowledge of some factual data. The understanding of those big ideas—those themes, if you will—should form the basis for the prudent judgment all citizens need to exercise in their public and private lives.

The Bradley Commissioners identified six significant ideas of history, and we suggest that knowing these big ideas or *Vital Themes and Narratives* is the reason for studying history. The lesson, unit, or course may be about Ancient Sumer, the Han dynasty in China, medieval and Renaissance Europe, colonial America, post-colonial Africa, Russia in the 20th century, or any of another hundred possible segments of history, but through them all, students should always learn something about the *Vital Themes and Narratives.*

The *Vital Themes and Narratives* identified by the Bradley Commission on History in Schools are:

- **Civilization, cultural diffusion, and innovation.**
- **Human interaction with the environment.**
- **Values, beliefs, political ideas, and institutions.**
- **Conflict and cooperation.**
- **Comparative history of major developments.**
- **Patterns of social and political interaction.**

(See Appendix B for a more detailed discussion of the *Vital Themes and Narratives.*)

When we say that students "know" the *Vital Themes*, we mean that they are able to:

- understand the *Themes* and can state them in their own words,
- illustrate the *Theme* with episodes from U.S. History, Western Civilization,and World History,
- identify the *Themes* when they come across them in new reading or research on historical epochs or episodes.

These six *Themes* are not offered as the only possible aims for history education. You may well have other themes that are equally good; indeed even among the Bradley Commissioners there were other suggested themes—these six were merely the ones they all agreed upon. We offer them as six good reasons for studying history that you could adopt as your own.

A Way To Organize Content

We believe that knowledge, as defined above, of the six Bradley Commission *Themes* is a worthy goal for thirteen years of a history-centered program. Teaching for them allows for a wide variety of courses, time periods, and historical interpretations within a course and within a curriculum; while at the same time placing a common agenda, purpose, and goal over the study of all history. Knowledge of how a curriculum, course, unit and even a daily lesson leads to an understanding of one or more of these *Vital Themes* gives a teacher or administrator a reason for selecting a particular lesson and course.

Throughout the History Colloquium we encourage the teachers to find examples of the *Vital Themes* in the historical material we introduce. We also ask them to think about the material they cover in their own classes in terms of teaching *Vital Themes.* The *Vital Themes* can become the principles that help a teacher organize a coherent course from a mammoth text that may be little more than an encyclopedia of historical data. The *Vital Themes* allow teachers to have an answer to the questions, "Why teach this rather than that?" and "What approach shall I take to this historical episode?"

A Solution To The "Depth vs. Coverage" Dilemma

Not only are the Vital Themes organizing principles for history education, they can also be a way to solve the problem of covering an already huge, and continually expanding, universe of historical knowledge in a limited time. When the purpose of a teacher's course is a deeper understanding of the *Vital Themes*, there is no longer pressure to cover *every* episode or fact that could be deemed significant. Episodes can be selected from the time and place being studied with an eye to how the *Vital Themes* are at work and how they may intertwine.

Connective material between in-depth episodes can be studied in a more cursory fashion, as the prolog or epilogue to the in-depth episodes. And even though a teacher may be filling in the background to the landmark events of the era, that material ought not be considered insignificant if it is also related to the *Vital Themes*.

In the end, no two history students may have the same familiarity with the facts on the same episodes of history. Yet all history students should know the *Vital Themes* and be able to support that knowledge with factual data from historical episodes.

History's Habits Of The Mind

The vision of history education we hoped to pass on to teachers in the Colloquium goes beyond knowledge of the Vital Themes and Narratives of History. We believe that good history education requires students to practice certain intellectual and analytical skills. Historical analysis of episode after episode develops mental perspectives and modes of thoughtful judgment that apply to their lives over and above their formal study of history in school. These modes of thought are called by the Bradley Commission *History's Habits of the Mind* and may be the ultimate benefit of studying history.

The Bradley Commission identified thirteen *Habits of the Mind* which take students well beyond formal skills of critical thinking.

History education should help students to:

- understand the significance of the past to their own lives, both private and public, and to their society.

- distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.

- perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.

- acquire at one and the same time a comprehension of diverse cultures and of shared humanity.

- understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

- comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.

- prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.

- grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.

- appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as a cure for present ills.

- recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.

- appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.

- understand the relationship between geography and history as a matrix of time and place, and as a context for events.

- read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

Obviously, students will not learn to think habitually about history and life in these ways if a teacher merely has students memorizing names and dates for a quiz on Friday. If history teachers only ask students to recall and recognize names, events, lists of causes, etc., students will soon decide that history is merely the ability to remember discrete bits of information.

Developing *History's Habits of the Mind* requires teachers to lead students through the analysis of historical episodes on several levels, time and again. It asks that history teachers frame their questions to students with some care and forethought. This preparation is important because the kinds of questions the teacher habitually asks will directly affect how the students habitually look at new material.

Therefore, in the Colloquium we suggested that history teachers try to make it a practice to ask questions like:

"What is the significance of...?"

"Why is *that* important, but *this* is inconsequential?"

"Is that how you see it? Was that the way the people at the time understood it?"

"How is this way of life different from ours? Is anything the same for them as it is for us?"

"What (or who) caused that to happen? How do you know? Are there other explanations? Is it possible that we'll never know?"

"How did the place where this happened affect the episode?"

"Where did this information come from? Is it accurate? Is this data a fact, an opinion, an assertion, a half-truth, a falsehood? What makes you think so?"

An example: a 5th Grade U.S. History class studying the 19th Century has read a selection from a primary source: **McGuffey's Reader**. The teacher wants to show them what 5th graders in 1879 read in school to spark their interest and to develop historical empathy. To begin the class discussion the teacher might ask, "How do you feel about what you read?" or "Did anybody like the selection?" Typical answers from students might be, "It was weird" or "They all talked funny and looked different."

But what kind of discussion might take place if the teacher asked, "What kinds of citizens were the editors of **McGuffey's Reader** trying to produce?" or "Compare the schoolbooks then and now," or "If you were rewriting **McGuffey's Reader** for today's students, what would you keep and what would you throw out, and why?"

Habits do not develop overnight. Making even something as mundane as brushing your teeth into a personal habit, research tells us, takes something like forty repetitions. Developing *History's Habits of the Mind* requires many, many repetitions during the thirteen years students spend with us. However, history students who use these kinds of questions year after year will be able to apply this mode of thinking to other areas of their education and also in their capacity as citizens when they leave school.

Answering The Most Important Question: "So What?"

Let us state one last guiding principle for the History Colloquium, **The "So What?" Principle**. There always seems to be a smart-alec in history class who pipes up with: *"So what? What does this have to do with me anyway? Why should we spend time learning about a bunch of dead people?"* That student may certainly be annoying, but we think that smart-alec deserves a response.

We think those are important questions and they deserve serious answers. We think that the *Vital Themes* and the *Habits of the Mind* provide some very good answers to the question, *"So what?"*

The Colloquium Vision of Teaching in Action: The Louisiana Purchase Unit

As an example of how the *Vital Themes* can be used to organize a unit, how narrative history can engage the students and how the *Habits of the Mind* can help students analyze a real historical episode, let us consider a topic that would probably appear in most U.S. History course outlines: The Louisiana Purchase.

Please look at the Louisiana Purchase Unit in Appendix N. This teaching Unit was developed by Betty B. Franks, a United States history teacher from Maple Heights High School (OH). She served as the Master Classroom Teacher on the leadership team for several of the History Colloquia, during which she modeled the teaching of this unit.

The unit begins with a class review of previous lessons on the Hamiltonians (Federalists) and Jeffersonians (Democratic-Republicans). Students use two primary source documents (a map of North America c. 1800, and a letter written by Thomas Jefferson) to determine what they would consider to be the most important location for the new United States nation to control and why.

The format of the centerpiece lesson is very creative pedagogy. Students divide into groups of four to read an account of the Louisiana Purchase and then they are asked to tell the story of what happened. After 15 minutes of silent reading, the groups begin discussing what they know of the Louisiana Purchase. Often each group member begins to think that all the others are so much smarter because the other three are all bringing up information and insights that were not in his or her reading. Soon the groups begin to discover that each person in the group was reading a different account of the Louisiana Purchase (all the versions are reprinted for you in the Appendix N). Each account of the Louisiana Purchase contains accurate information, but each tells the story from a different perspective, with a different selection and interpretation of facts.

In the end, each discussion group must develop a synthesis of the various versions by deciding what would be the most appropriate way to commemorate the Purchase. In order to decide what (or who) to commemorate, the group has to decide what *really* happened.

Let's think about this lesson:

First of all, it is an example of narrative history. The four versions of the Louisiana Purchase, the synthesized version after the small group discussion, the story in the textbook, all help make students aware of the characters, setting, and plot/action of the story. The narratives help them remember these elements, know their significance, and place them in the correct time order. In addition, students begin to realize that there are different ways to tell a story and that just because they find an historical narrative printed, as in a textbook, it is not proof positive that it is accurate or complete.

Next, what are the "big ideas of history," the *Vital Themes* this episode of history illustrates?

- The growing differences between the political parties, Jefferson's dilemma over the central government buying the Louisiana Territory, and L'Overture's use of the *Declaration of the Rights of Man* all deal with **Values, beliefs, political ideas, and institutions**.
- The account of Toussaint L'Overture's indigenous forces defeating the French on Haiti, the geographical and temporal relationships among France, England, Haiti, and New Orleans or the commercial advantages resulting from control of New Orleans, are prime examples of **Human interaction with the environment.**
- The conflicts between France and England, Spain and the U.S., and the U.S. and England and the cooperation of U.S. diplomats and the French to strike a $15 million real estate deal involve **Conflict and cooperation.**

Finally this lesson gives students practice in several of *History's Habits of the Mind*:

- L'Overture certainly is an *individual who has made a difference in history*;
- the connection of Haiti to Louisiana demonstrates *the relationship between geography and history as a matrix of time and place, and as a context for events*;
- the French defeats of the army by mosquitos and the navy by an ice storm point up *the force of the accidental in history and human affairs*;
- the various "true" versions of the story help students *grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.*

We believe the *Vital Themes* and the *Habits of the Mind* help educators decide what to select for the curriculum by giving them the reasons for the importance of knowing that material. The six *Vital Themes* and thirteen *Habits of the Mind* should be reinforced again and again during the course of a school year and thousands of times K-12. Yet, because they are applied to different episodes of history, with increasing degrees of sophistication, they do not become boring and repetitious. Instead history becomes the cumulative development of deeper and deeper understandings of these basic elements of history.

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Planning The Kind of Inservice Experience We Always Wanted

As we met to plan the History Colloquium, we began talking, as many planning groups do, not about the great things we wanted to do in the future, but of the things we did not like about the past. We were not yet sure of everything we wanted to do in our new program, but we knew what we disliked about teacher inservice programs we had been involved in during the past.

Among the things we knew *we did not like* were:

- outside experts with the attitude that we needed to be "fixed"
- one day or, even worse, half-day wonders who came, put on their "show," then left, never to be seen again
- workshops on some teaching process or technique — we were hungry for content, we wanted to talk about history
- being treated as if we knew very little and were not professionals.

As a result of this beginning, we tried to make sure that the program we planned would consciously avoid those pitfalls. We began trying to imagine "the kind of inservice education experience we always wanted." Our catchphrase was, "If we could do it right, the way it ought to be done, what would it look and feel like?" Before thinking about how feasible the idea was, we tried to envision a good program. Once we knew what a good program would be, then we tried to overcome any obstacles that stood in the way. As it turned out, we were usually able to make things happen the way we had envisioned them.

We arrived at several distinguishing characteristics we wanted for the program:

- it would be a "Colloquium" rather than an "inservice workshop" for two reasons. First of all, we wanted to promote professionalism and collegiality. We did not want to be the "outside experts" coming in to tell the locals how everything should be done, so we were consciously there to "talk together," to share our ideas and listen to our participants. Secondly, we had never liked the inservice image—that word seemed to imply that teachers needed to be driven in every couple thousand miles and have the oil changed, and we never cared for the implication.
- it would be led by a tri-partite team with a classroom teacher co-equal with an historian and a learning specialist, and the participants would also be treated as history professionals.
- it would be three days focused on history so that the experience would be intense and intellectual; we wanted to have enough time to get into issues in-depth.
- it would be in the school district. We would take the program to the teachers; they would be living at home and going to "work" each day, but not in their classrooms—this would give them the idea that developing themselves as historians and teachers was an ordinary part of their profession, not something special they did when they went away somewhere.
- we would tailor the agenda to meet the needs and desires of the participants.
- we would make the three days a pleasant and profitable professional experience for participating teachers by having free materials and books for each participant, by providing refreshments or a lunch if possible, by holding the meetings in as comfortable a setting as we could arrange, and by providing name placards and posters on the walls.

As you plan your professional development program, we suggest that you think about the the kind of inservice program *you* have always wanted, then make it happen.

What follows are the things great and small that we have learned about conducting an energized professional development program for history teachers. If you find that even one of our suggestions helps your program, then this Manual will have been worthwhile.

Your Leaders and Participants Are Colleagues

"Thank you for not talking down to us." That was the most frequently voiced comment on the evaluation sheets from NCHE Colloquia. No comment better expresses the relationship which developed between the Colloquium leaders and the participants.

The members of the Colloquium Leadership Team are leaders of the program only in the sense that they take the responsibility for keeping the program moving along. They throw out the questions or provide topics, materials, or readings for discussion, but in no sense are they there to provide "all the answers." The team makes a conscious effort to treat the participating teachers as colleagues and to share information with them, rather than talk down or lecture to them as students. It is common for colloquium leaders to report that they took as much knowledge away from the colloquium as they contributed to it.

The leadership team is composed of, according to the Tri-Partite Alliance Principle (see p. 8), an Historian, a Learning Specialist, and a Master Classroom Teacher. This combination of two college professors and a classroom teacher might create a situation in which the teacher would be treated as the least important member of the team. Do not allow this situation to develop.

Here are some techniques to promote collegiality within the leadership team. First, the master teacher should receive the same honoraria as the historian and the learning specialist. Second, even though some master teachers have doctorates, we suggest that the title of "Dr." not be used in any written correspondence, phone calls, or in planning meetings. Also, make it clear that each team member has as much say in the decision-making process as any other. The end result should be that within your team, you will model the collegial environment that you want to establish with your participants during the colloquium.

Before and during the colloquium, we suggest you do whatever you can to foster a collegial atmosphere. Some suggestions are:

- in the personalized letter (see Appendix D) that you send to each participant prior to the colloquium stress the collegial aspect of the three days, and introduce the team leaders by first and last name, but no titles.
- arrive early on the morning of the first day to finish any last minute set up details. Then the individual team members should walk the room, greeting participants as they arrive, introducing themselves, asking where the participants come from, what grades they teach, etc....
- as part of the opening remarks on Day One, use an icebreaker in which participants introduce themselves to the group. Since most participants will not know more than a few others in the room, particularly when the grade levels represented are K-12, or more than one school district is involved, the icebreaker can also help to establish that elementary teachers are just as important as high school teachers and vice versa.
- if it fits with the plan and format, consider having your master classroom teacher make the first presentation. What better way to demonstrate your belief that teachers are important and have a great deal to share? Team members can then refer to this presentation to help illustrate other sessions during the colloquium.
- during the three days, encourage participants to ask questions, make comments, and share their experiences. Try to avoid sessions that rely on a presenter lecturing to the participants for an hour and then asking for questions. Instead, opt for more active participation sessions where participants work in small groups and discuss a primary source document or examine maps. Ask them to "do" history as a model for the way you believe their students will enjoy learning history.

Participants Are In On The Planning From The Beginning

Because your participants are colleagues, we suggest you make it a practice to seek information from the participants before you begin planning the agenda. Consider using some variation of Appendix C, NCHE's **Colloquium Backgrounder**.

This four-page information sheet con-

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sists of one page of explanatory information about the colloquium program, a second page of biographical information, a third page of possible topics to be discussed during the colloquium, and the fourth page contains two short essay questions designed to bring out more of the personality of that participant. This Backgrounder should be distributed to the participants by the local coordinator *prior* to the development of the agenda.

Collect the completed Backgrounders and copy them for each team leader so that everyone involved in planning the agenda is working from the same information. Make a determined effort to have your participants fill out and return their Backgrounders [pester them if you have to], especially if more than one district is involved. Input from all the participants will help your team develop an agenda that meets the needs, and captures the interest of the entire group.

The Backgrounder is a way to show respect for the ideas of the participants by asking for their input to help plan the agenda. Your participants will probably feel good that someone has taken the time to ask their opinion, but do not let it end with just a good feeling—keep after your participants to fill out and return the Backgrounders *before* your planning meeting. Your leadership team will come to rely heavily on this information in their planning meeting to create the agenda. They will feel uncomfortable if they do not have it in time for their meeting. You will have to straddle the line between asking the participants for enough background thinking on the agenda, yet keeping the form easy to fill out in a short time.

Since the Backgrounder will be important to your planning, let's look more closely at some of the sections you may want to include.

The *Autobiography* section, aside from giving you a mailing address for your pre-colloquium material, is designed to give you a sense of the years of experience of the teachers and representation of the various grade levels and areas of expertise. Experienced teachers are sometimes more resistant to change while less experienced teachers may be more open to new ways of teaching history. The question regarding teaching materials can help you decide what kinds of resource materials to provide for the participants. Also, you may be surprised that some teachers do not know what history courses are taught at what grade levels in their district. Blank spaces or "I don't know's" in this section may indicate that some time needs to be spent on discussing the district's curriculum.

The *Possibilities* page has the most direct influence on the agenda. These 16 topics in the sample in your Appendix C-3 were pulled from agendas of previous colloquia. There is some overlapping of topics, but your purpose is not to give a precise menu of options, rather you want to spur some thought and try to get a feeling for the participants' preferences. Four or five topics will probably emerge as the "most needed." At the planning meeting, the coordinator and the team of leaders can use them to fashion an agenda.

The page headed *Colloquium* was intended to give the leaders a sense of the personalities of the participants. Blank spaces on this page may indicate someone who is not well motivated to attend or it may be an overworked teacher who has been to other inservice workshops before. Be careful not to prejudge these participants; they can become some of your best participants when they realize that the Colloquium is not the same type of workshop they have gone through in the past.

Taken as a whole, the *Backgrounder* is one way to get a participating teacher to make a written commitment to the three day program rather than just putting his or her name on a sign up sheet. You may develop a different way of gathering the same kinds of information that the *Backgrounder* provided us. Use whatever means is most comfortable for you, or adapt the *Backgrounder* by changing it to return better information or a higher response rate. This document worked for us, but whatever method you choose, we recommend that you ask your participants to fill out and return some sort of pre-planning meeting questionnaire so that the agenda reflects their needs.

To reiterate then, there are two main reasons to have some type of *Backgrounder* mechanism: first, even though it is impossible to satisfy all the needs of all 35 participants in three days, you will probably find patterns in the information that allow you to plan to meet the needs of a majority of the individuals. As with any activity, when you give a group of people an opportunity to discuss topics that they want to talk about, your chances of creating a successful professional development experience go up considerably. Second, asking individuals what they would like to have presented at their professional development program begins the crucial process of treating teachers as colleagues and seems to validate their experience as professional educators who have ideas and materials to share. It also marks this program from the very beginning as teacher-centered and quite different from most in-service programs they have attended in the past.

A Schedule That Provides Time: To Think, To Talk, To React

The sample Colloquium Agendas included in this manual (see Appendix E) represent our best efforts at planning shared dialogue between a team of three leaders and 35 participants over three days.

Note the large blocks of time (1 1/4 to 1 1/2 hrs.) that allow leaders to delve into a topic for 50 - 60 minutes and leaves ample time for discussions with the participants. During the course of this project, it became evident that scheduling sessions for an hour or less was adequate for a presentation, but did not allow for questions and answers. When people are interested and have good questions, you will not want to be faced with the dilemma of dealing with those questions and reducing the time available for the next session or apologizing for a tight agenda, cutting off questions, and moving on.

In our opinion, it is better to have fewer sessions, but do them well and allow enough time for participants to think about, talk over, and react to the presentation.

Notice that the afternoon of the third day contains a block of time devoted to a session called "synthesis." We learned that participants want time to talk among themselves about the colloquium experience. So we suggest you make it a practice to keep the afternoon of the third day clear for the participants to gather in small groups and discuss how they would utilize the experience in which they had just participated. These groups can be organized by district, or by grade level, or sometimes across grade levels. You can suggest that these groups brainstorm answers for questions such as "How are we going to get the school administration to listen to our ideas?" or "How can we share this information with other teachers?" or "How can we continue the momentum of this colloquium?" Conclude these discussions by reconvening the whole Colloquium and asking each small group to share the ideas that were generated.

Promoting Dialog Across The Grades

A central feature of the History Colloquium concept is that each one is tailored to fit the specific needs and audience of whichever districts are participating in the colloquium. Some of our colloquia were attended by teachers in grades K-6, others by teachers in grades 7-12, still others from K-12. Based on this experience, we recommend that if a major focus of the program is going to be "scope and sequence across the curriculum," it is extremely important to have representation from teachers of all the grades.

It is an eye-opening experience to watch a high school teacher look at a primary teacher and say, *"I don't know what you teach, as far as history goes, in your classroom, and I should."* One primary teacher's response was *"What things do you need me to teach so that students are better prepared for what you will be teaching?"* Those types of exchanges are what the History Colloquium program is all about, but they can't happen if the participants are all high school teachers or all primary teachers, and if there is no time built-in for them to talk and interact with one another.

Team Leaders Custom Tailor The Agenda

After the *Backgrounders* are collected, the task of tailoring the agenda to fit the audience begins in earnest. There is probably no single way to build the agenda, but our experience is that it is a dynamic process laid over a guiding structure and limited by logistics ... and sometimes egos. Here are some agenda-building guidelines you may find helpful:

1. Your Colloquium agenda, much like your school's curriculum or your daily lesson goals and objectives, must have a scope and sequence. Our recommendation is that fewer topics with attention in depth will be more successful than more topics just skimmed over. The sequence of the topics can have an effect also because, just as in the classroom, the non-verbal agenda can be as important as the written agenda. Having the master classroom teacher make the first presentation helps send a message to the participants that this program is a sharing among colleagues. An active participation lesson (on using literature or primary sources in small groups, for example) is a great way to begin a three day program.

We think you will find that curriculum issues such as assessment, multiculturalism, or the role of Western Civilization are the most draining for the participants because of emotions involved and because of the theoretical nature of the discussion. Make sure you have established a friendly environment before embarking on such discussions and that you leave enough time to reestablish that environment if things become negative. For these reasons, a logical place for curriculum issues is in the late morning or early afternoon of the second day.

2. With 30-35 participants, allow about an hour for the welcome and introductory exercises. It may not take that long, but it's much easier to be ahead of schedule.

3. Teachers are active in their own classrooms and, as they reminded us on some of the evaluations, they are not used to sitting for long periods. Encourage individual participants to feel free to get up in the middle of a session and refill their coffee cups. Always plan a break in between sessions. Generally, we suggest you schedule breaks for 15 minutes. The break becomes a "pillow" that can be flattened or padded to keep the colloquium on schedule.

4. We suggest that your team consider leaving 15 minutes at the end of each day for a wrapup/recap of the day, a short homework assignment (if needed), and a two-sentence evaluation of the day. Your evaluation can begin with a short question like "How are we doing?" followed by examples of some possible answers such as "Great, can't wait for tomorrow!" or "I would like more information on literature," or "You haven't met these expectations...." You can use this exercise at the end of the first day as a way to evaluate your progress and also to allow participants another opportunity to express interest in a topic or question that your team may yet be able to address through the Day Two or Three agenda. If the Day One evaluation is satisfactory, there is no need to repeat the process at the end of the Day Two. Later in this document we will suggest a more formal, written evaluation for Day Three.

5. Lunches can be a great opportunity for sharing and team building during the colloquium. On the other hand, they can be a logistical nightmare and a destroyer of the time schedule on your agenda. We'll deal with the logistics later, but the time issue deserves attention here. Teachers are used to less than a half hour for lunch so there is a temptation to keep it that short during a colloquium to squeeze in more time for formal sessions. Our recommendation is that you allow at least 45 minutes if you decide to have boxed lunches brought directly to the site; one hour if the participants have to leave the room to go buy lunch in a school cafeteria; and one hour and 15 minutes if they have to leave the site and go to local restaurants. If you try to schedule less time, you will probably fall behind schedule.

6. Your team may develop a strong urge to shorten the last time period devoted to *Synthesis*. It falls at the end of the third day so that any logjam in the agenda is sure to jeopardize this session. We recommend that you resist the temptation and keep this time period available for participants to discuss with one another the important question of "Where do we go from here?" This session will do more to help in follow-up and follow-through than any other, and it will only happen if you provide participants enough time to talk with each other. Leave at least one hour for this session.

7. We believe that a key feature of our tripartite leadership team is that each member of the team should make at least one presentation on each day. There are several reasons we think it is important to do this: First, some incredibly strong connections result when one member of the team refers to something from another team member's session, for example, the learning specialist may say to the participants "I like the way Betty used this technique in her lesson this morning, here is another technique that you could also use...." or the master teacher may remark "I really appreciated the way Art dealt with some of the issues in that document, now let's look at some other primary sources..." When team members reinforce each other, they draw connections for the participants that would be lost if one leader occupied a whole day or afternoon alone. Second, three days is a long time for the leaders, as well as for the participants. Rotating leaders will keep the program moving and spread the workload more evenly over the three days so that no one gets burned out.

8. When your team finishes planning the agenda, ask the members to step back and look at the agenda from the viewpoint of a participant. Does each session of a particular day contribute towards the explanation of a broader theme for that day, such as curriculum revision, or primary sources, or *History's Vital Themes*? Is there a flow from Day One to Day Two to

Day Three? Are ideas and issues moving from macro to micro, or micro to macro? An agenda can be exhausting to develop and sometimes the last thing you want to do is look at it once again. But taking time to look at it from the participant's point of view, will help make the colloquium a more fulfilling experience.

Why Hold A Planning Meeting?

We believe that a major reason for the success of our programs was that we held face-to-face planning sessions for the leadership team. We also had the *Backgrounders* in hand by that time so that the participants played a part in the Planning Meeting.

We think the Planning Meeting should accomplish three things:

First, the team approach depends strongly on a sense of comraderie and respect among the leaders, especially if they have never worked together. The planning meeting will develop those relationships. We feel that the best time to start is 4-6 weeks before the program, not the first day of the colloquium.

Second, there are a number of logistical details that are easier to solve when the team is all together: flights, car rentals, hotels, and who is bringing which resource materials.

Third, the agenda-building process takes less time and you end up with a better product if you meet face-to-face rather than try to do it by phone and fax. This is not to say, however, that the team cannot benefit from informal contacts among the leaders or even a week-before conference call as a last minute check; but these follow-up contacts are always better if there has been an in-person meeting.

Having given you the *whys* of holding a planning meeting, we should also discuss the *why nots*. Obviously, the cost could be a major factor. Planning meetings are intense, all-day sessions and the team leaders work hard. Because we asked them to work hard, we paid our team leaders an honorarium for the planning day. Our team leaders were drawn from various places around the U.S. and so we had to pay for travel expenses. A planning meeting for out-of-town leaders can easily cost over $2000 including: three honoraria, one or more airfares, one or more hotel rooms, and food expenses. There are ways to reduce these costs, which will be discussed later, but committing yourself to a planning meeting also means committing some dollars to pay for it.

If there is not enough money to bring all three leaders together for a planning meeting, it is possible, though not desirable, to have a long-distance planning session. Try to use three experienced leaders so that you know each person's strengths. Because of the *Backgrounders*, you will know what the participants want. Create a rough draft agenda with general topics and approximate times. Mail these to each team member along with copies of the backgrounders you have received. Ask each leader to respond with comments, suggestions, and more specific topics pertaining to their portion of the agenda. Make sure you begin a full six weeks in advance because you may want to repeat this process three times before the agenda is completed. Then, one week from the program hold a conference call between your office and the team leaders to go through the agenda line by line and make sure that each person is aware of what the others are going to talk about in their particular sessions.

On rare occasions, circumstances forced us to plan a colloquium using only the mails and the telephone. We worked out a process and we were able to put on a good program. However, the success of those programs may have been due to experienced colloquium leaders rather than the result of a sound planning process.

Two other cautionary notes deserve mention:

First, if *you* are not the local coordinator, then the planning meeting should include the three leaders *and* the local coordinator. The leaders can probably plan a great agenda, but cannot answer questions such as: How do we get into the building? What time can we start, what time should we finish? What is the usual lunch situation? What does the room look like? And what are the equipment resources? Finding this information cannot be left until the morning of the first day. The local coordinator should be intimately familiar with the meeting site and its capabilities and limitations. It is best if the coordinator is someone who works everyday in the building where the meeting will be held so that the agenda can be planned for that building and its resources.

A second caution is not to place too much time between the planning meeting and the actual colloquium. Our longest time was more than three months and we think that is too long a time. Even though we had developed an agenda on paper, three months later we had difficulty remembering exactly what we intended to do in some sessions.

On the other hand, we tried one program where the time between planning and execution was only two weeks. The difficulty here was that nearly all decisions had to be made at the time of the planning meeting. Thus the accumulation of resource materials, copying of handouts, and the shipment of these materials to the site all had to occur at lightning speed and there was little time to make adjustments.

We suggest that the ideal time for a planning meeting is four to six weeks in advance of the colloquium, allowing enough time for resource materials to be purchased, handouts to be copied, and for everything to be packed and shipped. With this time frame, you won't forget what you had in mind to do when, for instance, you wrote a leader's name beside a session right before lunch on the third day.

To summarize, we recommend that you hold a face to face planning meeting between the local coordinator and the three leaders at least four to six weeks prior to the colloquium. This gives your program the best chance for success. If you are unable to do a face-to-face meeting, then a conference call is a must. The three team members need to go over the agenda line by line and communicate to each other in their own words what exactly they are going to do with their sessions. This is because the leaders must work as a team, not as separate session speakers.

One possibility for a planning meeting is a multiple site videoconference. We explored this option but were never able to use it. The technology exists, but we could not arrange a conference from all the cities where we had leaders. Unless your school system has uplink capability or the local cable-TV company donates facilities, the cost is still beyond an affordable price for most situations. Nevertheless, this technique is worth exploring.

Pre-Colloquium Mailing

After spending so much time planning the colloquium, be sure to tell your participants about the experience you have planned for them. Show them that the information they provided on the *Backgrounders* was used to develop the program for the Colloquium. Let them know they were part of the planning process.

In our colloquium programs, we sent a personalized letter to each participant seven to ten days before the program (See Appendix D). In the letter, we briefly introduced each member of the leadership team and then gave the name of a few of the sessions that were on the agenda. We did not send out the actual three day agenda. This allowed us to change a session or two at the last minute. In describing the sessions, we suggest you use broad titles such as, "The Integration of Literature in the Teaching of History" or "Primary Sources in the Elementary Classroom," which allows for changes or cancellations.

Another reason not to send out a detailed three-day agenda is to prevent the participants from pre-judging the program. For example, in one of our programs we were requested to discuss history in the elementary curriculum. Although we do not think highly of the "expanding horizons" model, we had planned to discuss how teachers could work history into the "expanding horizon" model if that was what the curriculum mandated. We sent out a Preliminary Agenda indicating we would be talking about "Expanding Horizons." Some primary teachers reviewed our agenda and chose not to attend because they did not like the "expanding horizons" model they were working under and did not want to hear (what they thought was) another program about it.

Here are examples of other items we mailed in a packet with the Participant's Letter. When preparing this packet, be sure to send basic "survival" instructions on:

- what time to be at the site
- maps with directions for parking and a parking permit, if necessary
- lunch arrangements
- what time they can expect to go home.

Details like these are sometimes forgotten, but they are important to participants. In addition to these organizational details:

- we always mailed a copy of the **Building A History Curriculum** booklet with instructions to review pp. 9-11, which introduced History's Habits of the Mind and Vital Themes. If we were going to be discussing curriculum development/revision issues, we also requested that pp. 12-23 be reviewed as a preparatory exercise. These readings helped the participants become familiar with some key concepts that would be used throughout the three days.
- if a session leader wanted to discuss a multipage handout on the first day, we mailed that handout to the participants with appropriate instructions. For example, we once mailed the book **Historical Literacy** because we planned to talk about one of the chapters on the first day.

Sending books to all participants can be expensive (unless you have inter/intra-school mail), although for one colloquium we were able to fit everything into a $2.90/flat rate Priority Mail Pack from the U.S. Postal Service.

Be careful not to overload participants with too much information before the Colloquium. Use good judgment as you weigh the benefits of sending introductory material against the mental and financial costs of mailing such material.

Planning For Follow-Up

We view the History Colloquium as the beginning of a process of professional development, not just a one-shot program. Therefore, we think your leaders should think about how they can encourage the participants to follow-up on the Colloquium experience once they get back to the day-to-day classroom schedule.

Your leaders will develop their own ideas but they may want to consider two general areas of follow-up:

First: activity on the part of the profession. Help your participants consider ways that they can be history advocates. What can they do to "stand up for history" in their department meetings, in their schools, with their local school board, with their state department of education, or wherever they happen to be?

Second, help the participants to concentrate on situations where they have authority or control, situations where they need not "advocate" history to someone else but rather where they are the decision-maker. In these situations, ask the participants to brainstorm ideas on what they could do to follow-up on the History Colloquium. Suggest that they think about:

- *their own classrooms* – what they can teach during the year, how to present a lesson, how to involve students in doing history?
- *their buildings* – with other teachers (trading classes, observing lessons, being observed); in department meetings (discussing **Building A History Curriculum**, inviting in a nearby historian); with the principal (having follow-up colloquium meetings, inviting the principal to observe a lesson); with parents or students.
- *their school districts* – serving on a curriculum review committee; organizing a colloquium with other buildings or other districts.
- *their communities* – working with a local historian to research a topic; visiting and using the resources of the local historical society and its staff.

The focus of follow-up should be on *individual* activity. Rather than a negative session on what someone else should do, or what the department should do if it had lots of money, we want them to think about what they could do *themselves*—now—to implement the ideas they have been thinking about during the colloquium.

One final, and vital, follow-up activity is for the team of leaders to write up a one page log about the colloquium for the coordinator. They should make a general assessment of the program and mention what they thought were the strengths, and how it might be improved. We used the log as the closure activity for the leadership team. When we received the log, we mailed the honorarium check.

Choosing The Team

Strong Individuals, But Also Team Synergy

Choosing the three leaders for your colloquium can be a difficult process because there are so many factors involved.

Can you find a person who is an expert in the topic or field you want presented? Is that person available for your three days? Will that person work for the amount of money you can afford to pay?

Then you have to ask yourself the same questions twice more because you need three leaders, not just one. This is not an easy task and we want to give you our thoughts on what you should look for in a colloquium leader and tell you how we constructed our teams.

First, let's talk about the individual characteristics that we feel contribute to the success of a team of leaders. Probably the most important characteristic is that a leader should be good at what he or she does. The Learning Specialist must be up to date on assessment tools and pedagogical theory. The Historian must have a thorough command of content questions and speak with authority and conviction about the history profession. The Master Teacher must be able to combine scholarship and teaching technique, and able to demonstrate to his or her peers practical and exciting lessons for real history classrooms.

Not only should colloquium leaders be expert at what they do, they must be able to communicate it effectively to an audience of professional educators. Look for leaders who will be comfortable communicating with teachers from a variety of grades and school districts.

You will also want to look for leaders who share the colloquium's basic vision of history and teaching. You might ask them to read **Building A History Curriculum** and the first chapter of this Manual and see what they think of the philosophy. It is not necessary, or even desirable, that your team of leaders agree on every issue, but they should share a common philosophy on the key ideas.

Other questions to ask yourself when considering a possible team member:

- Can this person be flexible with changing circumstances? The agenda will be revised numerous times prior to, and occasionally during, the colloquium and a leader who cannot adapt to a necessary change in the plan will experience, and probably communicate, enormous frustration.

- Will this person look down on teachers? Look for leaders who respect teachers and will treat them accordingly.

- There really is no gentle way to say this but, does the person have an ego that will require constant attention and priority treatment? There is a difference between a person who wants to be treated as a professional, and someone who wants his or her ego massaged. Look for leaders who are strong enough to carry your banner when it is their turn, but humble enough to work cooperatively and share responsibility when another member of the team is leading a session.

A key to a good colloquium experience for your participants is our Tri-Partite Team concept; three individuals whose combined talents are stronger than what each of them could accomplish as individuals. This is synergy, and it can only be created if your leaders are willing to work as a team.

Finally, consider the participants when selecting your team. For instance, the primary teachers in a K-12 audience will not be satisfied if your historian works only with high school level content or examples, if your learning specialist is using lessons appropriate for junior high, or if your master teacher is an 11th grade AP U.S. History teacher. Although each of the leaders may have conducted a fine session, the combination of the three we sketched above neglects the primary teachers participating in the colloquium. In the same way, if your leaders gear all their sessions toward elementary teachers, you may find the high school teachers will fold their arms across their chests and you may not see some of them during the next two days. We don't have any surefire combination appropriate for each audience because there are too many variables. If your team makes a conscious effort to have a little something for everybody, and all of them try to mention ways that the lessons can be adapted for other grade levels, this will not be a problem for you.

What Leaders Give, And What They Should Get

As you begin talking to a person who might become one of your colloquium leaders, realize that you are setting up a kind of contractual agreement. Although we never used the word contract, or had a leader sign any sort of document, we felt comfortable working in good faith with individuals we knew, or whose references we could easily check. Nevertheless we remained aware that we had an agreement.

You may choose to leave your agreements with leaders on the verbal level, or you may decide to put them on paper as Letters of Agreement. Either way, here are some things to keep in mind as you ask someone to be a colloquium leader for you. You need a person who will agree to participate in the planning process of the colloquium, someone who will attend all three days of the colloquium, someone who will sit in on all sessions of the colloquium (not leave for sightseeing if they finish their session and do not appear on the agenda the rest of the day). Occasionally, you may make exceptions for special circumstances, e.g. the master teacher leaving an hour early to catch a flight home so that he or she could be back at school the next day. Avoid this situation if possible, but respect the personal lives of the individuals you ask to be leaders.

A session leader should also bring plenty of handouts and resource materials. We made it a point to flood the participants with well-chosen paper handouts. Handouts make it easier for a participant to try out a lesson or idea from a specific colloquium session in his or her classroom. Handouts help teachers to remember ideas from a session without furious note-taking—especially for annotated bibliographies. The handouts give participants an opportunity to go back at a later date to review lessons, ideas, and books from the colloquium. What is presented during the three days of the colloquium is important, but what the participants do with the information afterward is the final measure of a colloquium's success.

In return, each member of your team should get a level of commitment from the Coordinator that matches the time and effort you will be asking them to devote to your colloquium. A colloquium leader should receive an agreed upon compensation at an agreed upon time. And a leader should have the expectation of meeting with an audience of participants who are excited about history, interested in learning about history, and willing to attend all three days of the colloquium.

Some things that you will need to clarify are: who will make travel and lodging arrangements; who will be responsible for copying handouts; and who will be responsible for any shipping (return shipping as well) of presenters' materials to the colloquium.

Sometimes it was advantageous for our NCHE coordinator to handle these arrangements for the leaders; on other occasions, it made more sense for the leaders to make their own arrangements and then submit a voucher for reimbursement of out-of-pocket expenses. *Who* makes these arrangements for your colloquium is not as important as making sure these tasks are being taken care of by *some*body.

Outside of the purely material considerations, your leaders should bring expertise and competence to the colloquium. They should come with open minds and a willingness to share and to learn. They will leave tired, but excited at having sparked teachers with enthusiasm for learning and teaching history at a high level. They will have made some new friends among participants. And from the other two leaders, they will have learned some new ideas that they can apply in their own work.

The Local Coordinator

Because NCHE was bringing a professional development program into a local district, the NCHE Coordinator always needed someone on the scene to help make arrangements. In our colloquium programs, we called this organizing person a local coordinator and in terms of the colloquium team, the local coordinator can have as large an influence on the success of the program as any of the three colloquium leaders.

If you decide to hold a colloquium program for your own teachers in your own district, it is possible that you will be *both* the local coordinator and the overall coordinator at the same time. Having worked with sixteen different local coordinators in our program, we have noticed some qualities that lend themselves to a successful program.

Probably the most important characteristic is a commitment by the coordinator to devote the time necessary to plan and carry out the colloquium. As the colloquium approaches, the demands on the coordinator's time increase. Preparing for the planning meeting, sending mailings to the participants, and holding the colloquium itself, call for a time commitment which often becomes a full time job. So make sure the person chosen is willing to devote that effort when the time comes. If the person chosen to be the local coordinator is not an administrator, make sure that he or she has a clear understanding of the decision making process. In other words, which decisions does the local coordinator have the authority to make and which need to be made by an administrator or the Board of Education?

This has already been mentioned but it is worth repeating. Having a local coordinator who works in the building where the colloquium will be held is the ideal for the logistical needs of the program. Such a person would know what room would work best, what possible conflicts there might be in scheduling, and most importantly, how to handle the unexpected emergencies that always seem to materialize during the colloquium (blown out bulbs, missing extension cords, and the like).

If the local coordinator does not work in the building where the program will be held, we recommend a site visit with the local coordinator and a contact person of some authority at the site before the planning meeting. Such a visit is especially important if you are using a historical museum or other site with other activities that may involve the public. Such places are usually very accommodating, but you should communicate your needs to them in person and in writing prior to the planning meeting so that you don't come up with a great plan, only to arrive at the site and find out you will not have break-out rooms, or you can't get in a day early to set up, or you must leave the room by 2:30 P.M. every day.

Another quality that is important for the local coordinator is organization. Being organized is most important when selecting and communicating with the participants, but it also applies to working with the leaders, administrators, and anyone else who becomes involved in the program. If the local coordinator doesn't know the answer to a question, then he or she needs to know who does know the answer. Closely related to organization is attention to detail. Even a misspelled name can affect how a participant feels about your colloquium program. Therefore we tried to pay attention to the smallest details. The same attitude will help make your colloquium successful.

To summarize, if the local coordinator cares about the quality of the program and has the authority to make decisions accordingly, then you are more likely to have an excellent colloquium program. Remember, the local coordinator will set the tone of the program from the very first step taken in the planning stage, so choose wisely.

The Historian

It seems paradoxical, but history teachers rarely get the opportunity to speak with a "real life" historian. In each of our programs, several individuals commented on their evaluations about the value of having an historian present for all three days. This is usually because teachers, especially in grades 7-12, are hungry for content and don't often receive it in typical inservice programs after they leave college.

What then, should you look for as you choose your historian? Your first consideration is probably going to be a distinction between U.S. and world history. Your colloquium may be focused specifically on world history, so naturally you will ask a world historian first. If your colloquium is going to have an audience of K-12 teachers, then the historian's specialty in U.S. or world will not be as important.

Nearly as important, and sometimes more difficult to find, is an historian who uses more than just lectures to share knowledge. We stress the importance of having sessions that involve the participants in working with and on historical data and sources, rather than just listening to information. We do not mean to imply, however, that a session devoted to a straight lecture will be a failure. Sometimes, teachers who really want to learn some content appreciate a great lecture, but more than one is probably too many.

We suggest that the historian member of the leadership team develop one or two sessions that involve active participation. The other members of the team may work with the historian to develop the kind of sessions you want. For example, our historians have led sessions on: how to decide what to cover or teach in depth; periodization in U.S. or World history; how an historian researches and writes a historical narrative book; drawing a picture of what comes to mind when you think of history; sharing in small groups a personal anecdote of how and why history became important in their own lives; and on "*Why Study History?*" (See Appendix S for a sample active participation session by historian Ed Berenson.)

The College of Education or Learning Specialist

This person may have the most difficult time persuading the participants of the value of his or her presentations. Participants immediately accept the master classroom teacher because of the comraderie among teachers and the historian has status because teachers rarely get the opportunity to meet and converse with an historian. The learning specialist, however, represents methods classes that teachers remember (often without fondness) from college. However, we feel the learning specialist is important to teaching history and this must be demonstrated to the participants.

Your learning specialist is the leader on the team who has the research on how children learn. When history content is presented with a sound pedagogical basis, students will learn history better. We think this works best when the learning specialist highlights the educational theory behind a sound history lesson. A tough task for sure, but when successful, your participants will understand why the learning specialist is part of your team. Some examples of sessions that might be led by a learning specialist include:

- helping students view themselves as producers of information rather than consumers of information;
- when and how literature, especially children's literature, can improve the teaching of history;
- how to frame questions to develop *History's Habits of the Mind.*

The Master Classroom Teacher

Of all your leaders, this person will have the easiest time establishing rapport with the participants, simply because of the shared job title. On the other hand, your master teacher needs to be just that, a master teacher. This is the person who takes the educational theory of the learning specialist and the historical content of the historian and molds them into a classroom lesson. Since your master teacher often conducts the first session of the colloquium, it is important that he or she be perceived as being on the cutting edge of classroom teaching technique.

The best sessions from the master teacher are active participation lessons that the teacher uses in his or her classroom. The lesson should contain some background information about how the master teacher developed the material, how long it takes to do the lesson, and what kinds of assessment tools the teacher uses during or after the lesson.

Working As A Team

Individual colloquium leaders should certainly be competent in their own fields, but more than personal brilliance, they should share the conviction that teaching history well requires all three of their specialties. Thus, during any session of the colloquium, all team leaders should think of themselves as contributors, not observers, and be ready to provide their viewpoint to the topic under discussion. When one member of the team is leading a session, he or she should be aware of the other members and be thinking of how they could contribute.

Working as a team does not mean that each leader will agree with the others on everything. On the other hand, team members cannot be continually crossing swords. Contributing does not necessarily mean contradicting or correcting, although that could be appropriate if it is done without "attacking" another team member. Team members can best contribute by providing supporting insights, giving an alternative viewpoint, providing an illustration or anecdote, being a resource to participants in small group situations, or helping the session leader draw the participants into the discussion.

In the final analysis, however, the team of leaders you choose for your colloquium should model the idea that history well-taught requires content, pedagogy, and classroom savvy.

Content:

What Will We Do For Three Days?

When your leaders get together for their Colloquium Planning Meeting, they will probably be haunted by two fears:

- as they look at the blank flip chart pages for the three days' agenda, they will be thinking, "How will we ever fill all that time?"
- as they review the list of items requested by the participants on the *Backgrounders*, they will be saying to themselves, "How will we ever meet all these needs?"

These two concerns may appear to be contradictory, but together they will tempt your team to plan an agenda that is jammed too full and always running behind.

Good leaders who, in the back of their minds, are concerned about filling the time tend to prepare about two hours worth of material for each hour they have on the agenda, "just in case things move faster than anticipated." That extra material can be a problem if, after having prepared the material, they decide it would be wasteful not to use it. The result can be an extremely rushed last 15 minutes of a session while the leader tries to "cover" everything, or it can mean sessions that always run over, throwing the schedule off and cutting time for other sessions.

In the same way, a team of leaders may try to address every item mentioned on the *Backgrounders* in an effort to be as helpful as possible to the participants. An agenda developed in such a fashion will be disjointed and too full. It will lurch from topic to topic, never able to linger long enough to explore any in-depth or to make connections between the material in one session and that from another.

It is the task of the Coordinator to help the team of leaders plan a useful, coherent colloquium agenda that they can comfortably accomplish. Among the techniques the Coordinator can use to help the team deal with the concerns of appropriate timing and addressing the *Backgrounders* are:

- On the planning flip charts, fill in all the known segments before any planning discussion starts. Include: Registration/Coffee, Welcome/Introductions, Lunch, evaluation at the end of days 1 & 2, final wrapup and raffle on day three, and any other sessions you can predict. You will begin to put a skeleton on the colloquium and a finite shape to the time available.
- Be aware that most sessions will take longer than anticipated, so encourage leaders not to try to do too much in a session. Offer the session leaders more time for questions or an extended break if things run short.
- Make sure the leaders review the *Backgrounders* before the Planning Meeting. Discuss the *Backgrounders* in the aggregate before any individual sessions are planned to meet specific concerns. Help the leaders think about, "What two or three issues appear repeatedly?" Do some rudimentary tallies from the *Backgrounders* so that the leaders have quantifiable data to back up general impressions.
- Make sure that sessions flow one to another. Try to plan the days around a theme or topic.
- Make sure that, before the planning session, the leaders have read *The Colloquium Philosophy* chapter of this manual and the Bradley Commission guidelines booklet.

In the three days of the History Colloquium, the participants and leaders can cover a lot of territory, but they cannot discuss everything. The Coordinator must help the session leaders limit what they try to cover so that they can do it well.

Below are descriptions of sessions that have been used in NCHE History Colloquia. Obviously no one Colloquium used all of them, but neither do they exhaust the universe of possible Colloquium sessions. You will probably adjust these for your own needs or team leaders will develop their own. That is the way it should be.

So, to get you started thinking about, "What will we do for three days?" consider:

Breaking The Ice: History Can Help Strangers Become Acquainted

All of our colloquium programs involved teachers from more than one school and frequently from more than one school district. Since we were going to work with these teachers for three days, individually and in small groups, and encourage them to continue as advocates of the new history, it was important to get off to a good start during the introductions. We relied on this icebreaker activity to not only help people learn one another's names, but also to help move the group towards inclusiveness around a similar topic, history.

Our method began with the following question: "If you could invite anyone from the past to dinner tonight, who would it be and which of history's *Vital Themes* would you discuss with the person?" The person could be famous or little known, a world figure or a family member. We sometimes added the stipulation that the person must have been deceased for more than 25 years and that people could not repeat a name that had already been mentioned. The reason for the theme connection is to help focus attention on ideas that we were going to be using for the next three days. We had the *Vital Themes* and the *Habits of the Mind* printed on posters and hung around the walls for ready reference (see Appendices F and G).

A variant of this idea, which also worked, came from **A Sense of History** published by **American Heritage** (distributed by Houghton Mifflin, 1985). Editors phrased the question this way, "What is the one scene or incident in American history you would like to have witnessed - and why?" This could easily be changed to include world history and the connection to the *Vital Themes*.

Here are some examples that participants have given to the "dinner" question:

The person I would like to speak with is John Muir and the theme would be Human Interaction With The Environment.

The person I would like to have dinner with would be Elizabeth Cady Stanton and the themes would be Conflict And Cooperation, and Patterns of Social and Political Interaction.

The person I would like to have dinner with is Anne Frank and the theme would be Patterns of Social and Political Interaction.

Here are some examples of incidents that participants would like to have witnessed:

I would like to have been a student of any of the great teachers in history: Confucius, Socrates.

I would like to have climbed Mt. Marcy, the tallest peak in the Adirondack Mountains, with Old Man Phelps who led the first expedition up that mountain.

I would like to have been in Ford's Theatre when Lincoln was assassinated.

Your leaders will be able to learn a lot about the participants and their interests from the way they answer this icebreaker. During the three days, team leaders should look for occasions in which they can appropriately refer to some of these individuals or events within the sessions.

Having the participants share this little story about themselves and history will establish a connection between your participants and the leaders, which helps to make the relationship that much stronger. Also, when you go the additional step of tying the person or incident to one of the *Vital Themes*, your participants become familiar with the *Themes* without having to listen to a lecture.

The main reason for using the icebreaker is to get each individual to speak, introducing him or herself, the school affiliation, and the grade they teach. It will help "break the ice" if you ask the leaders to go first, especially if they are prepared beforehand, so that they can provide examples and allow others a moment to think of their own person or event. It will take approximately 45 minutes to go around a room of 35 people if little or no time is spent commenting on each person or event chosen. You may want to suggest that participants try this activity with their students as well.

Getting Down To Business: Some Possible Sessions

The possibilities that appear on the *Backgrounder* are just that, a list of topics that could be discussed during the course of a three-day program. Discussion of any topic may require more than one session. In addition the same topic may be covered in different ways depending on the interests of participants attending a particular Colloquium. What follows is a brief description of the kinds of sessions that NCHE's leaders developed when working with the most requested topics. Where appropriate, we provide an explanation of an actual program that was used during an NCHE colloquium.

Topics on this list were popular at NCHE colloquia, but they may not be the topics that you need to address in your colloquium. Your *Backgrounders* will help you decide that. What we hope to give is not ready-made sessions, but rather a sense of how we approached a variety of topics.

How to integrate literature into the teaching of history - Many of our colloquium participants requested information on this topic and elementary school teachers were especially interested in these sessions. Learning specialists/leaders John Ahern of the University of Toledo and Rod Atkinson of the California Department of Education developed three effective session formats for this topic.

The first format was the presentation and review of a printed bibliography assembled by our leaders (See Appendix U). More often than not, these bibliographies were aimed at specific subjects such as the individual in history, books in world history, or books on World War II. However, regardless of the specific topic or time period, the lists were also organized around one or two of the *Vital Themes*, or categorized by each *Habit of the Mind*. Although the participants appreciated receiving the bibliographies, what seemed to be more important to them was the written and verbal annotation in which our team leaders pointed out what in the book was pertinent to the topic and how it could be used with students. One valuable resource for developing your own bibliographies and annotations is **Literature for History-Social Science, Kindergarten Through Grade 8**, see page 47 for ordering details.

A second format could be called a book talk or a book browse. In this session, one of our leaders would have the books on hand and would hold them up, page through them, read selections (especially with children's books), and make comments about the book. Participants who knew or used the book were encouraged to contribute their insights. In one case, small groups of participants reviewed 3 or 4 children's books; then each of the small groups gave a "book talk" on their books to the other groups including a brief description of the book and how it could be used in their classrooms. Even in the case of a book talk, we recommend a printed bibliography so that teachers will not have to feverishly write down titles, authors, and publishers and still listen to the description of the book.

A third format can be most enjoyable for participants and later, for their students. It is called Reader's Theater and it involves participants acting the role of a character in the book and reading that character's words. John Ahern, NCHE learning specialist/leader, uses this technique with the participants to demonstrate how the Reader's Theater technique can help students learn history at the fourth grade level. He creates a script from a section from the book **Molly's Pilgrim** (see Appendix M). Jack pre-selects five participants to read the five parts based on their personalities, voices, and willingness to read in front of the group. In Reader's Theater there are no props, no scenery, and there is no physical action except for hand gestures. The idea is that acting skill is not as important as what happens to Molly in the story. After the five participants portray their characters, Jack debriefs the lesson as it would be done in a fourth grade class. With all the participants role-playing fourth graders, he asks reflective questions about how and why people move from their homes to other countries, what it can feel like for a child to be a minority in a different culture, and about the significance of Thanksgiving, pilgrims, and dolls. His questions are phrased to elicit consideration of *History's Habits of the Mind* and the *Vital Themes* as seen in the Reader's Theater story. For additional ideas about this technique see *Readers' Theater for Children: Scripts and Script Development*; order information on page 48.

How to analyze primary source documents - Sessions on this topic begin with a discussion of what constitutes a "primary source." Activities were geared to help participants assume the role of an historian as they examine a primary source.

One highly effective activity was developed by one of our historian/leaders, Arthur Zilversmit of Lake Forest College. The activity is to analyze the *Jourdon Anderson letter* (See Appendix K). This letter from a former slave to his former master gives participants a chance to try thinking like an historian. After reading the letter, participants try to decide what questions they would like to ask about the letter, what information they can learn from the letter, and what criteria they would use to evaluate the significance of the letter.

Appendix K-1 includes the questions we use to guide discussion of this letter. These same questions can be applied to other letters, other documents, and other kinds of primary sources.

A significant outcome of this session should be for participants to realize that the creative aspect of history is asking the right questions, not researching the answers. Researchers can dig out facts, but historians know where to dig and what to look for.

How to integrate photographs and artifacts into the classroom - A session dealing with photographs and artifacts introduces the idea that primary sources are not limited to print materials. As with documents, we want participants and their students to ask questions that an historian might ask about photographs and artifacts.

For example, historian/leader Lawrence McBride of Illinois State University at Normal developed a session on techniques to be used when examining a family photo (see Appendix P). The technique will be useful in an elementary school class studying family history, in a middle school class on local/neighborhood history, or in a high school class that uses photos in U.S. or World History. Students and teachers might ask questions such as:

- Why was the picture taken?
- What kinds of clothing are they wearing?
- What else appears in the picture that tells you about the family?
- Are they happy or sad? Why?

When examining an artifact, you might ask questions such as:

- What is it?
- What was it used for?
- Who might have used it?
- Who made it?
- Where was it made?
- What does it tell you about the people who used it?

Music recordings, oral history, movies, and video can also fit into this category of alternative primary sources. Similar sets of analytic questions can be developed to help students find out about the people who sang, spoke, listened to, watched, or produced these alternative primary sources. One point of emphasis about alternative primary sources is that they are good ways to help teach history to students who have difficulty reading.

Another successful way to work with artifacts is what we have called the *Classroom Museum*. The idea is usually introduced during the wrapup session on the first day. One of the leaders asks the participants to go home that evening and look for something "old" to bring in on the third day. By something old, we mean old pictures, books, clothing, quilts, toys, tools, or other artifacts. On the third day, our meeting room became the *Museum*. Participants brought items in the morning and placed them around the room under signs with dates, 1930s, 1940s, 1950s, etc., so that the items were organized chronologically.

In the session right before lunch, one of the leaders would hold up each item and ask the person who brought it to be the curator. That person would stand up and describe where it came from and how it came into his or her possession. If the artifact was not easy to identify, the leader might first ask the participants to try to deduce the identity of the artifact and explain its function before having the owner give an explanation.

When using this activity in the classroom, teachers might ask the students to fill out an index card with the following information:

- the name of the artifact,
- the date the artifact was made,
- its use,
- the country, region, state or city of origin,
- how the artifact came into the hands of the person who brought it.

Another variation on the *Classroom Museum* is to arrange the items by kind, instead of chronologically. In other words, all books in one area, all toys in another, all tools in a third and so on.

One school from an NCHE colloquium program created their *Classroom Museum* and opened it up in the evening for parents to come and visit. The idea of a *Classroom Museum* is flexible and our participants have found it a valuable way to expand the idea of a primary source. It provides a natural transition into the formal analysis of artifacts (see Appendix O).

How are other states organizing their curriculum K-12 - When school districts were involved in a social studies curriculum revision, a session in which we discussed what other states are doing was often requested.

A good starting point is the California History-Social Science Framework. It is a real curriculum that exists not only in theory but also in practice. It also shows how one state is putting into practice many of the recommendations of the Bradley Commission. We also give handouts on two other states that have recently published state curriculum documents. The states we chose were Alabama and Florida; you may decide to select other states that have a strong history core.

In addition to the state curriculum documents, we acquainted the participating teachers with other written resources. One example is **Lessons from History**, published by the National Center on History in the Schools (UCLA). It offers an overview of essential understandings in U.S. and world history.

Another curriculum development resource is the Bradley Commission on History in School's **Building A History Curriculum: Guidelines for Teaching History in School** booklet. Pages 12-23 contain specific topics the Commissioners thought belonged in a history curriculum for both U.S. and world history and also some possible Scope and Sequence arrangements for courses by grade. The Bradley Commission suggestions provide a great jumping off point for a discussion of the future direction of the curriculum in the participants' district.

(See pages 47-48 for addresses and ordering information about these sources.)

How to revise curriculum K-12 - This topic is a natural follow-up to the previous one, although of the two, it is probably the more important. Some colloquium programs are dedicated to the task of making decisions about what the district's K-12 curriculum should look like. Three days is not enough time to review and revise an entire history curriculum, but it is time enough to discuss major issues and make strategic decisions that will guide the revision process.

You will most likely need a session, perhaps two, for a thorough discussion of the major issues involved in changing a curriculum. Among those issues should be:

- the place of history as the core of the social studies
- the integration of social science concepts within the history/geography matrix
- the ability of elementary school students to understand people in other times and other places
- the relative value of either dividing U.S. history or World History over two or more years to allow time for in-depth studies vs. studying all of U.S. or World History two or three times over the K-12 spectrum but with a different emphasis and level of sophistication each time
- the appropriateness of current assessment methods in light of the in-depth, *Theme/Habits of the Mind* oriented courses recommended by the Bradley Commission.

In addition to discussing curriculum philosophy, our colloquium leaders try to have available some concrete examples of what other districts have produced when revising their curricula. And, although this topic focuses on local issues, at least one of your colloquium leaders should be familiar with current developments in history curriculum on a national level. We also suggest that you talk about the social dynamics of curriculum review committees and stress the powerful impact a motivated individual with a thoughtful, coherent plan can have within a revision committee.

Furthermore, you will want to make sure that your mix of participants is appropriate for the curriculum review you have in mind. For example, a K-12 curriculum review ought to be conducted by a group of teachers spanning the K-12 spectrum, not just high school or just elementary school teachers. If your Colloquium has participants from several different school districts, be aware that each of them will have a slightly different curriculum. Broad curriculum questions can be dealt with in a large mixed group, but we suggest you break up into small groups by district when the discussion turns to specific curriculum design.

Ask your curriculum revision groups to come up with some product for the time they spend in the Colloquium. The exact product can vary from a written list of principles to be followed by the Curriculum Committee, to a list of goals or outcomes for the history/social science program, to a tentative Scope and Sequence of courses for the district, or even key topics to be included in courses at particular grade levels. In any case, make sure the groups get their ideas down on paper.

How to decide what to study or teach in depth - Developing and applying principles for selecting and teaching certain material from the nearly infinite array of human history is a topic that demands consideration on two levels:

- On the macro level of a district curriculum, your team of leaders and your participants will want to confront the question, "What historical content, habits, and techniques are most worth knowing for a graduate of our school system?" One way of getting into this discussion is to have the participants create a timeline of U.S. and/or World History. Within a specific span of time participants decide which are the most important events that students should study. This exercise can also be used as a homework assignment after the first day. Begin the morning of the second day by asking some participants to share their timelines; note the similarities and differences. Compare their choice of topics with those listed in the Bradley guidelines booklet or in **Lessons From History**. Then one of your leaders might point out some larger issues that the world's best historians are wrestling with even today.

- On the micro level of the history curriculum within an individual classroom, leaders and participants should grapple with the question, "In the time allotted to this class, what historical episodes should we study, in how much depth, and why?" There should be a direct connection between goals at the macro level and the specific implementation in the classroom. Team leaders should avoid giving a definitive list of episodes; this is a topic for dialog in a *colloquium* setting.

Our team of leaders, especially our master classroom teacher, suggested guidelines teachers could use to make course content decisions. For example, the Bradley Commission's *Vital Themes* offer a way to make content selections. To help visualize the relationship between the *Themes* and the units selected for a specific class, we developed a matrix (see Appendix I). The empty blocks down the left side of the page are for units or topics that might be specified within a curriculum. Across the top are the *Vital Themes*. If, for example, the course title were *U.S. History and Geography to 1871*, one Unit would probably be for 4 or 5 weeks with a general title such as "The Early Republic, 1789-1815."

We asked participants to think of historical episodes from that period that would help them teach for each of the *Vital Themes*. An episode would be placed in the box under the *Theme* illustrated. In this example we would place "Louisiana Purchase" (the lesson from page 12 of this Manual) in the box under *Conflict and Cooperation* and in the box under *Human interaction with the environment*. We would teach the "Alien and Sedition Acts" to illustrate *Values, beliefs, political ideas, and institutions* and *Comparative history of major developments*. Other possible episodes from this period might be "The Whiskey Rebellion," "The Lewis and Clark Expedition," and "The War of 1812." Which *Themes* would those episodes illustrate? By this time we would probably have a Unit with five historical episodes that covered all six of the *Vital Themes* at least once, and probably more than once. We then asked, "Do the five episodes miss any major development of the period?" Should we also include the story of the rise of the political parties, the Hamiltonians vs. the Jeffersonians? What would you answer and why?

The matrix provides a visual check for balance among the *Themes* and for inclusion of landmark episodes in a Unit. Appendix H is a matrix for using *History's Habits of the Mind* in the same way as the *Themes*.

The Early Republic, 1789-1815	*Civilization, cultural diffusion, innovation*	*Human interaction with the environment*	*Values, beliefs, political ideas and institutions*	*Conflict and cooperation*	*Comparative history of major developments*	*Patterns of social and political interaction*
Louisiana Purchase		X	X	X		
Alien and Sedition Acts			X		X	
Whiskey Rebellion			?			?
The Lewis and Clark Expedition	?	?				
The War of 1812				?		

How to teach family, local,and state history - Because many curricula specify that state history be taught in 4th or 5th grade, this topic tends to be more popular when there are more elementary teachers participating. Therefore, when your *Backgrounders* ask for this topic, we suggest that one of your team leaders, preferably the master classroom teacher, specialize in elementary teaching.

A session that deals with all three aspects of this topic was developed by Nancy Taylor, one of our Master Classroom Teachers from St. Michael School in Worthington, Ohio. The session is entitled "Moving to Ohio" (see Appendix T). The lesson is about the migration of settlers from the east coast of the U.S. to the midwest in the 1840s. We suggest customizing this idea to the locale of the Colloquium. For example, when we led a Colloquium in Boston, we began this session by asking participants to brainstorm reasons why a family living in Boston in the 1840s might want to move west, why might they decide that they want to move to the new state of Ohio, how might they decide to try to get there? If we were in the midwest we might start the exercise from the destination end; if we were in some other part of the country we might pick another time or a different migration. But we would try to use local references to ask questions such as, who came (or left) here, for what reasons, how did they get here, what was it like when they arrived, what was the impact—positive and negative—of the newcomers on the area?

After the brainstorming exercise, we asked the participants to role play in small groups, each group constituting a family that had decided to move from Boston to somewhere in Ohio. The father in each family was assigned a typical occupation for the time and the family had to decide what items to take on their journey to Ohio. Also, the family had to decide which city in Ohio was the destination. To help the groups decide on the city, each family got a packet of background documents including: 1840s maps of the eastern states and of the Ohio area, a description of the father's occupation, and an excerpt from **The Western Pilot** guidebook to the Ohio River which contains information on the economic activities in Ohio cities along the river.

This type of activity requires research into local history, state history, and the dynamics of a family's decision to move to a new state. Local history lessons are all different because every locale is different, but each one holds unique interest for the local students. By focusing on family decisions, teachers can tie together family, local, and state history. In addition these lessons are greatly enhanced by the use of primary source material: diaries, family Bibles, letters, oral history recordings, local newspapers, maps, portraits, guidebooks, advertisements, photos, songs, and artifacts.

How to involve students in an oral history exercise - This topic is related to family history because one popular technique for researching a family is for students to create an oral history with a family member, a close family friend, or a local individual.

John Ahern, one of our Learning Specialist team members from the University of Toledo, developed an effective session for teaching oral history interview techniques. He gave the participants a handout of some guiding questions for anyone gathering an oral history, along with general interview techniques (see Appendix L). After reviewing the handout, the participants paired off and interviewed each other for 15 minutes each, according to the questions on the handout. Then, each participant would introduce his or her partner to the whole group with information from this brief interview.

After the introductions, Jack would ask the participants to focus on the *process* of interviewing by asking the participants to consider questions such as, "Did anyone feel especially comfortable because of the mannerisms of their interviewer? What did the interviewer do to make you feel comfortable?" Answers to these kinds of questions revealed that it takes more than just good questions to get a good oral history.

Another successful session involved one of our Master Teachers, Nancy Taylor, dressing up and acting as a character from the 1860s. In order to engage the participants in 15 minutes of lively conversation as a character from another time, our leaders had to have done research on typical dress, speech, attitudes, events, and people of the time. After the conversation the session leader described the process of developing a first person character. She also provided some handouts so that the participants could use them to help their students research their own characters (see Appendix R). Although this is not strictly an oral history exercise, it does become one if the students interview and write about a character in the first person. Also when students go through the question and answer with a first-person reenactor, they are conducting a similar process to that of an oral interview with a historical personage.

What are the current issues in assessment and national standards - This topic presents two challenges. First, you will need one leader for your team who is an expert in these issues as well as his or her function on the team. Second, the session your team develops on these issues should be more than a lecture.

Finding an expert on the standards is difficult because the national standards (as of this writing) for U.S. History and World history are still in draft form. The final form of the standards, and the implications of the standards for individual history teachers, are still unknown. Yet these are exactly the topics participating teachers are interested in discussing. You will need to find someone who has been following the various drafts of the standards and feels comfortable making, and discussing, educated guesses as to the possible effect of the standards in the classroom. You can call the NCHE office for a referral to an expert on standards or an update on the progress of the drafts.

Because each draft is more than 200 pages, your participants will probably not have made even a cursory review of the documents. Therefore, developing a session on the standards that is not a lecture by an "expert" is a challenge. We have tried to give participants a copy of a small segment from the standards that gives them a taste of the levels and construction of the documents. We also have asked our leader to ask the participants what they want to know, letting the questions direct the session rather than presenting a lecture and leaving a few minutes for questions.

Amorphous as the topic of standards is, we do not consider it a waste of time for teachers and administrators to begin thinking about the possible impact the standards can have on a local school district's curriculum.

As for assessment, the current trends are toward more authentic assessment, which includes portfolios. The discussion centers on *how* to assess students' historical achievement. We suggest a session on the relationship between what is to be assessed and how it will be assessed. If the goal of an assessment is to demonstrate students' achievement in understanding the *Vital Themes* and in the students' proficiency in *History's Habits of the Mind*, then it is not difficult to determine if a specific technique (multiple choice test, essay exam, research paper, portfolio, performance, to name a few possibilities) provides adequate evidence to make an assessment.

What is the relationship of history and geography - Often this topic does not require a separate session of its own. Because geography is included in both the *Vital Themes* and *History's Habits of the Mind*, this relationship was usually discussed as a matter of course during other sessions of the Colloquium.

However, elementary teachers occasionally wanted a specific session on the relationship of history and geography, we would recommend a session based on a collection of posters called *The Changing Countryside*, available from Global Graphics, a California company. (See page 48)

These seven panoramas were painted by Jorg Muller as a snapshot of a location in Switzerland as it transformed over a period of 20 years. The evolution of this scene, from farmland into a city, clearly demonstrates the evidence of geography's five fundamental themes, as well as history's six *Vital Themes*. In addition to working with these pictures in small groups to identify the relationships between history and geography, you might also mix up their order and ask your participants to put them back in the correct order. A second series, *The Changing City*, uses the same format to depict the evolution of a small city to a bustling metropolis.

How to use the new technologies - This is another topic that requires a leader on the team with special experience, specifically in the use of CD-roms, laser disks, and computers in the history classroom. In addition, your Colloquium site will require the necessary equipment for a technology demonstration. Also, before scheduling a technology session, make sure the participants are not only interested in these new technologies, but that they have the equipment or at least a real possibility of getting the equipment. Technology sessions for teachers who have no equipment or any hope of getting such equipment seem to result in frustration and envy.

In our colloquium programs we had no formal session on technology in the history classroom. Instead, we set up the CD-rom by itself in a side area with several disks available for inspection. In this way, teachers who were really interested in the use of this technology could use it and ask questions of our team member during breaks, but it was not part of the formal agenda. In this way, we met the needs of the really interested teachers, but didn't impinge on those who were less interested.

As these interactive media technologies become more readily available, this session will rise in importance. Make sure, however, that any discussion of the technologies describes their value as a way to teach good history, and not just entertain.

Why Study History? - A topic that is not on the possibilities list in the *Backgrounder*, but which ended up appearing in more than one colloquium program was *Why study history?* This session developed in response to participant comments on the *Backgrounder*. Many participants noted their need to motivate students to learn history and to answer the "So what?" questions about history.

Ed Berenson, Historian Leader from UCLA, developed a session on this topic. (See Appendix S) The opening activity is an examination of quotes about history by famous individuals (e. g. Henry Ford - "History is more or less bunk," or Mark Twain - "History never repeats itself, at best it sometimes rhymes.") followed by a discussion of them in small groups.

Next participants analyzed newspaper articles containing historical references to determine the validity of the references. For instance, during the Persian Gulf War, newspaper articles compared Saddam Hussein to Adolf Hitler. What are the similarities, what are the differences, how good an analogy is it? These real world issues bring the focus of the value of history right into a student's life, especially those who may have had family in the military at the time. We recommend that where possible, a session of this type be included in the agenda to help participants prepare to deal with the frequent student complaint, "Why do we have to learn this old stuff? It's all about dead guys anyway!"

The Raffle and Evaluation - The last session in our colloquium programs was an evaluation and raffle.

As an example, we have included a copy of the evaluation form (See Appendix J) we used. You should use whatever form or format you believe will give you the kind of information you want. The most effective evaluation questions we asked were related directly back to our desired outcomes, which we had identified in our Planning Meeting. In the evaluation, we attempted to have the participants project forward into their classes and school life some of the issues that had been discussed in the Colloquium. We tried to help carry these thoughts into the future by having each teacher write down one goal related to the colloquium that they wanted to work on in the next month. They sealed the goal in an envelope addressed to themselves and gave the envelope to the Coordinator. One month later we put a stamp on the envelope and dropped it into the mail. They reminded themselves of an important goal from the colloquium.

For the first two days we display on a table an array of books and materials for the participants to browse; then we give all the the material away to the participants at the end of the third day in what we call "The Raffle." Our rationale for the Raffle is simple. Teachers often spend some of their own money purchasing books and materials for their classrooms. The Raffle is our way of giving them additional resources at no cost to them. It is also a lighthearted way to end three days of intensive work. The Raffle itself (see pages 47-48 for list of items) is easy to organize. Each participant puts his or her name on a piece of paper and drops it in a box or hat. Start pulling the names from the hat. The first person selects an item from the raffle table, the second person, the next item and so on.

In addition to the raffle prizes we present each participant with a parchment certificate with their name printed on it. It is suitable for framing and can serve as a tangible reminder of the colloquium experience. (See sample certificate in Appendix Q)

What seems to work best is approximately 10-15 minutes of quiet time to begin the evaluation. Then begin the raffle while the evaluations are being completed. Beginning both simultaneously seems to create a lot of confusion and may place the focus on the raffle instead of the evaluation. On the other hand, waiting until everyone finishes the evaluation would require at least 30 minutes before the raffle even begins.

Your agenda - In this section we have discussed most of the different types of sessions from our colloquium programs. However, these topics and session ideas should not rule out any other possibilities that you might consider. If there is a topic you feel is important or one is suggested to you by your participants, by all means include it in your agenda. You will want to find a leader for your team who is an expert on the topic and can present it in a session that is more than a lecture. This section of the Manual is meant only to suggest ideas and, just as we did, you should tailor your agenda to fit your participants' needs.

Logistics Are Important

Logistics will be important to the success of your Colloquium. Providing your leaders and participants with space, material, equipment, and creature comforts will help them carry out a good academic plan. But a glitch in one of these areas has the potential of sinking even a brilliant academic plan. Fortunately, providing support is not particularly difficult, but it is extremely detailed. Your catch phrases will be: *Start Early! Plan Ahead! Follow Through!*

Get Administrative Backing

A Colloquium is a substantial professional development undertaking. It will require time on the part of the Coordinator; it will require materials, space and equipment from the school district; and it will require time and probably substitute teachers for the participants.

These are significant resources and even if professional development is part of your job description, we suggest that the superintendent of the host district and the principals of all buildings involved be contacted early in the process of deciding whether to have a Colloquium. If more than one district is involved, remember to contact the superintendents of the participating districts. Among the topics you may want to discuss are:

- the importance of history in the educational background of the students from your district; you may want to cite the Bradley Commission Report;
- the importance of professional development of history teachers if students are to receive good history education;
- general areas the agenda might cover;
- target audience of teachers who might participate;
- possible leadership team;
- resources that will be needed;
- other districts or buildings that may be involved;

and

- obtain advice and suggestions from the superintendent.

Indicate that you would like the superintendent to make some opening remarks at the session and attend as much of the Colloquium as possible.

Elements Of A Good Site

A good site will improve your colloquium by helping to make everyone comfortable and by eliminating distractions. The site should help the Colloquium participants achieve the agenda objectives. If something about the site is noticeable enough to be remembered, it probably detracted from the intellectual objectives. With that in mind, here is a list of what we consider to be the *Elements of A Good History Colloquium Site*:

Available Breakout Rooms. Depending on the size of the main presentation room, you may find it helpful to arrange for one or two smaller rooms for breakout sessions. The need for such rooms will be determined by the activities of the presenters, but we have found it helpful to have rooms close by where 10 or 12 participants can meet with one of the team of leaders for a smaller group session while another group remains in the larger room. Such a room can also serve the purpose of being locked to secure valuable equipment if the large room cannot be locked.

Restrooms. Are there adequate (men's and women's) restrooms close by in the same building? Know how to give directions to the restrooms from the meeting rooms and give those directions early on in the Day One proceedings.

Temperature Control. Check to see if you will have access to the temperature control for the room. Thirty-five or forty people in a room can raise the temperature considerably and you may need to turn up the air conditioner. Conversely, in a cold climate there may be a day or two of colder-than-normal weather and you will want to turn the heat up to keep everyone comfortable. Find the thermostat and, if you will not be able to adjust it, learn how to contact the custodian.

Lighting and Electrical Needs. If you plan to use overheads, slide projectors, or TV monitors, you need to be able to control the light sources without having to go find someone who does. This also means that the room should have adequate light in the first place. Find the light box or switches; are there shades or curtains, how do they operate? Where are the electrical outlets located, are they grounded, will extension cords be necessary?

Security. If you or some of the participants supply equipment (overheads, slide projectors, cassette players, computers, etc.) for any of the sessions, can the presentation room be locked for security reasons? If not, you may have to pack up the equipment and bring it back the next day. Also, if the room can be locked, who has the key and will that person be available in the morning when you arrive so that you aren't delayed in getting started? At lunch time if you are leaving the room, how can that person be contacted?

Seating Comfort and Work Space. Human beings don't like to sit for long periods of time, worse yet they do not like to sit for long periods of time on uncomfortable chairs. Sometimes this cannot be controlled but, if possible, try to arrange for chairs that are comfortable. Also be aware that chairs with their own stationary or foldup writing surface are not a good substitute for chairs and tables. We tended to give out multipage handouts, pass around books, and engage in activities that required some space to lay materials out and work with them. The chairs with their own writing surfaces that are usually found in colleges just aren't big enough to allow adequate work space.

Room Size. What seems to work best is a medium sized room capable of holding 8-10 tables with 3-4 participants at each table, and each person facing the front of the room. A smaller room, with fewer tables, more persons per table, and some having to sit in awkward positions as they face the speaker will feel crowded and uncomfortable. On the other hand, a large auditorium-type room tends to absorb sound, making it more difficult to hear soft-spoken individuals and more difficult for everyone to see pictures, posters, and books held up by session leaders. Something in between these two extremes is optimum.

Location of the Building. The building must be centrally located for the participants so that getting to the site by 8:30 A.M. does not prove an unreasonable hardship. There must be ample free parking and clear directions provided. You should also be aware of any handicap access that might be necessary. If participants must go out for lunch, consider the proximity of restaurants and fast food outlets. Arrange for out-of-town leaders to stay in a hotel with a restaurant, that is close to the building where the colloquium will be held.

Access to the Room. The presentation room must be available on the day prior to the colloquium so that the team of leaders can set up tables and chairs, hang posters, set up equipment, display materials, and generally get a feel for the meeting space. Getting into the room the day before is important because we do not think it is a good idea to begin the Colloquium by asking the leaders to arrive before 7 A.M. (usually after traveling the previous day or night) for an hour of set up—and you may not even be able to get in the building that early anyway. Check the building schedule to make sure that no one else will be using the room during the Colloquium schedule. Sometimes a larger room is booked by a local community for evening classes or other activities that may require tables and chairs to be moved. If this cannot be avoided, at least you will be aware of it so that you can plan to arrive earlier than normal to rearrange the room, if necessary.

A Building Contact Person. By far the MOST important element in the selection of a site is that a member of the planning team work in the building where the colloquium will be held. At first glance, this may seem a strange requirement but experience has shown that more logistical problems are avoided or solved quickly when a member of the planning team worked at the site than when we had to involve another layer of authority.

An alternative, not ideal but certainly acceptable, is to hold the program at a site where some participants work in the building. In this situation the pre-colloquium planning may encounter some difficulties, but during the colloquium, a blown out bulb in an overhead projector will be easier to fix by asking a teacher familiar with the school than by someone who is not familiar with supplies and storage in the building.

What follows is a list of some locations we have used with a brief comment on the advantages and disadvantages of each:

- **School Library**- nice atmosphere, adequate tables and chairs, close to A-V equipment, but interruptions by students and daily PA announcements; often have pillars or immovable book cases which restrict vision and prevent variety of room setup
- **School Music Room**- lots of space, but PA announcements and chairs with fold up writing surfaces were hindrances
- **General Purpose Room** at a college- the room was actually too large, it was too close to the cafeteria so there were interruptions during the lunch hour, it could not be locked, other community groups had to use the facility during the evenings; and another group needed to use the room during the time we were at lunch
- **Local Historical Museum**- great atmosphere, good sized space, but we had to pay for parking and we were not permitted to hang posters on the walls
- **Community Conference Center**- one of our better locations although a scenic view of a mountain valley caused participants to linger during breaks, nice open space, plenty of tables and chairs, could be locked at night, free parking
- **College Classroom**- we had tables and chairs but the space was fairly small, some participants felt cramped, parking was free and we were able to have lunch in the school cafeteria
- **Private Party Room** in restaurant - for an after-dinner session, easy to incorporate food service, enough room, tables and chairs available, all A-V equipment must be transported in and back out, not suitable for all day or multi-day sessions.

Some other places that we have not used, but would probably work well are: local hotel conference room, historical society buildings, public library community meeting room, and lecture room/auditoriums at historical sites. No doubt there are others that we have not considered. Keep the guidelines in mind and you will be able to find an appropriate site for your colloquium.

Equipment Needs

The equipment you need will depend on the requirements of the leaders. The most frequently requested A-V equipment:

- overhead projector with a screen
- slide projector
- cassette player
- vcr and monitor.

Make sure that there are adequate outlets and extension cords with the right plugs to fit into those outlets. Some session leaders may want computer equipment that requires CD-rom players, laser disk players, and monitors. You will need to make sure that if session leaders are not bringing their own equipment, you will be able to obtain the right configuration for them. If equipment for a technology-heavy session cannot be arranged (or falls through at the last minute), it may be better to substitute another session than to attempt to hold the session without the proper equipment.

We suggest that you make it your practice to videotape each session of the colloquium program. We shared these tapes with leaders of future colloquia as a training tool, but they could also be made available to teachers who were not able to attend the colloquium in person. It is a way of recording an excellent learning experience. Obviously, this requires a videocamera and someone familiar with the camera to operate it during the program. You need not tape every second of the program, especially the small group discussions, but try to capture the main portions of each session.

Identification of Presenters and Participants

In a group of 30-35 participants and three leaders, many of whom have just met, it is important to know who is talking. We experimented with several techniques for identification:

- Cardboard nameplates with 1" high letters on the table with an individual's name are easy to read and participants like to take them home or back to class, but they can get lost or worn over the

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three days. If a table is crowded, it may be hard to tell whose nameplate is whose, and they are cumbersome when a participant is asked to get up and move to another table for a small group activity.

- Peel and stick name tags stay with the individual, but are sometimes hard to read from a distance during a discussion and generally have to be remade each day. Nametags that can be attached to clothing are a little more permanent, a little more expensive and may still be hard to read. *The best option is attachable nametags with the person's first name in large print and in smaller print, the person's first and last name so that in small groups it can be read.*
- Type and make available a list of all attendees (school, grade, and address) which will help in post-colloquium networking activities. This list could include the names, addresses, and phone numbers of the team leaders for the same reason.

Because of our Principle of Collegiality, we suggest you do nothing special to make your leaders stand out from the participants. Introductions should not be lengthy, although a page containing a one paragraph biography on each leader should be provided as background along with your Day One Agenda at the beginning of the program. Also, we suggest that you not have the leaders sit at a special table in the front of the room. We preferred to remain informal and sit as individuals on the sides or in the back of the room.

We would recommend the same treatment for any administrators or other guests, although you should certainly take the time to thank them for their attendance and support and encourage them to participate in whatever sessions they can, rather just sit in the back and observe.

What About Food

A surprisingly important aspect of the program is the quality of the coffee and other refreshments provided in the morning and throughout the day. People love coffee, not only in the morning but throughout the day, and it should be one of the amenities provided for them as professionals. Consider having an alternative, such as tea or juice, for those who do not like coffee. We believe that having danish, doughnuts, fruit, cookies, or other snack foods available throughout the day is necessary and that you have someone be responsible for each day.

Lunches can be a logistical nightmare if they are not well planned. Determine what are the available options in your situation. Are there adequate eating facilities at the colloquium site? "Adequate" would include speedy service, menu options, and a space set aside for all participants to eat together. If you cannot eat at the site, are there fast food services close by that participants can get to and return to the site within an hour (although you should plan to start an hour and 15 minutes after breaking for lunch)?

If neither of the previous options is feasible, can a caterer bring box lunches to the site for a reasonable cost? Box lunches are sometimes less appetizing, but they are faster, if they arrive on time. The last choice, but the least expensive would be for the participants to "brown-bag" by bringing their own lunches.

Whichever option you choose, make sure that you communicate your choice to the participants prior to the colloquium. You will also need to let participants know who will pay for lunch. If you cannot pay for lunch, let them know what arrangements you have made and what the approximate cost will be.

The final day of the program is generally less intense and by this time, the participants and leaders have developed a comraderie that is unique, especially when the team of leaders is from out of town. For this reason, we were successful in having a *History Potluck Lunch* on the third day. Ask participants to bring a dish that has been handed down from that person's heritage. Set out all the items buffet-style and after everyone has eaten a first helping, take a short break and go around the room asking whoever brought in the food to describe what it is they brought and any interesting facts about the item, especially its ethnic heritage and its place in their family. We had little difficulty in getting individuals to participate in this activity because we were successful in establishing a strong sense of comraderie between and among the leaders and participants.

Aside from providing a good meal and some fascinating oral family history, this is an activity that teachers can use in their classrooms to help develop the Themes of *Civilization, Cultural Diffusion, And Innovation*, and *Patterns of Social and Political Interaction*. They should have their students write on an index card the name of the dish, the recipe, the country of origin, and how it came to be in the student's family.

Even the logistics of providing lunch for the participants can tie in to a lesson on local or family history!

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"It's A Great Idea, But We Don't Have The Money." Some Thoughts On Costs And Fundraising

"It's a great idea, but we don't have the money," is a comment we have heard many times as we have talked about the History Colloquium program for professional development of history teachers. It may be something that is going through the back of your mind as you read through this Manual right now.

If so, we are fairly certain that you are a clear-thinking realist who knows that no one gets everything he or she wants, just because it is good.

However, our suggestion to you in this section is not to equate your **realism** about the money you have now, with **pessimism** about your ability to raise the money in the future. You *may* be correct that you cannot raise the money necessary for your own History Colloquium, but do not **assume** that is the case.

Before you give up on a colloquium, we implore you to take a step that was never taken by many of the folks who told us they "didn't have the money."

ASK FOR IT.

Say "Please," by all means, but don't give up without making a try.

Before You Ask, Know How Much You Want: Setting Up A Budget

Many people think of a budget as a plan for spending some pre-determined amount of money. In our case, it is the program that is known and we are trying to find out how much (or perhaps we should say "how little") it will cost to carry out the program.

Since you may not already have the money for a Colloquium, and since you are determined to at least ask for the money and be turned down before abandoning the idea, the "budget" is how you find out how much you will request from some possible funder.

To prepare a budget for a three day colloquium program, you will go through the entire process of the program in your mind while keeping track of how much money would be needed for each step. As you go through your colloquium mentally, here are the areas where you will probably incur some costs, some issues you need to keep in mind, and some ideas on ways to reduce some of those costs.

1. Coordinator - The person you choose to coordinate the program will spend a lot of time planning, setting up, and facilitating the colloquium. Because in all of our programs we were an outside organization, we needed a local coordinator *in addition* to our NCHE Coordinator. If you are planning for a Colloquium in your own district, you may be coordinating *both* local arrangements and the colloquium program. If professional development is part of your current job description you should be able to justify coordination as part of your current duties and salary.

2. Substitutes - Ideally, professional development should be done as part of the job of teaching, thus requiring substitutes to cover classes on the colloquium days. Compute the number of teachers, times the average pay for a substitute, times three days, to determine the cost for substitutes. If providing this time for history teachers to improve themselves is a problem, there are a couple of ways to reduce the amount you will need for subs.

One way is to schedule the colloquium so that one of the days occurs on a prescheduled professional day, thereby saving one third of the money for substitute pay, which might add up to $1000 or more. A second suggestion is to make one of the colloquium days a Saturday.

Our recommendation is to avoid this second scenario if possible. Although it saves some money, some teachers who attend the first two days will choose not to show up on Saturday. If you must use the Saturday option, we suggest you deliberately shorten the agenda on Saturday to finish by 2 P.M. to make it less burdensome on the teachers. The drawback is that you effectively eliminate one session from the schedule, making it more difficult to:

- have each leader make a presentation on Saturday,
- have a synthesis session, or
- spend as much time in each session as in the previous two days.

3. Refreshments - Coffee, tea, juices, cookies, doughnuts, etc... can add a few hundred dollars to the cost of the program, but we think that providing them is part of treating the teachers in a professional manner. We asked the local coordinator to make these arrangements and the choices ranged from coffee and boxed doughnuts from the store to more elaborate refreshments purchased from and set up by a local restaurant. If there was absolutely no money for refreshments, we asked members of a particular school or group to be responsible to bring in refreshments for one day each. This option meant that teachers paid for refreshments out of their own pockets. Generally, they did not seem to mind since the costs were shared by different groups over the three days.

4. Leaders' Honoraria - You may choose your team of leaders from the best people you can find around the country, as we did in our three-year pilot program, but you may also be able to find an excellent team from universities and school districts in your own area. As of this writing, the average per day honorarium is $250-$300 which might have to be paid for four days of work if there is an on-site planning meeting. If your leaders are from within your district you may not need to pay an honorarium over and above their salary, although you may have to hire a sub. If your leaders are from nearby universities, they may require a smaller honorarium or perhaps none at all if the colloquium would qualify as part of the university's community outreach mission. When considering possible leaders, don't forget education specialists at nearby historical societies and museums. They normally have community outreach and education as a part of their mission, and are extremely effective at "hands-on history."

5. Leaders' Travel Expenses - Expect to pay travel expenses for your team of leaders to and from the Planning Meeting and the Colloquium itself.

If you are fortunate enough to have leaders who are within driving distance of your site, then reimburse at 28 cents a mile (or whatever the current IRS mileage reimbursement allowance may be) and count your blessings.

If you need to fly one or more leaders to the site, expect to pay travel expenses for their transportation, meals, and lodging while they are away from home. Here are some things to keep in mind about coordinating the itineraries, the travel to and from the airport, and the billing procedure.

First, consider some nuances of airline travel.

A. Saturday Night Stay - This is the best way to reduce the cost of airline travel. If a person flies to a destination and spends a Saturday night there, the airline will reduce the cost of the flight significantly. The problem is in coordinating your three day program so that you can take advantage of the Saturday night stay. If your program days are Wed., Thurs., and Fri., you'll need to persuade your leader(s) to stay an additional two nights and fly home on Sunday. Surprisingly, the additional cost of two hotel nights and food for two days can still be less than the cost of a ticket without a Saturday night stay.

B. Advance Purchase - Ticket prices go up the closer you get to the departure date. Some tickets can be purchased as 21 day advance, others at 14 day advance, and still others at 7 day advance. The tradeoff is if you buy a 21 day advance ticket and some crisis forces a cancellation of a presenter or the whole colloquium, you may be stuck with a nonrefundable ticket. The airlines do offer fully refundable tickets, but the cost of such tickets is prohibitive if you are on a tight budget.

C. Travel Agent Deals - Because they are experts with the airlines' computer reservations system, travel agents can sometimes come up with deals, arrangements, and itineraries that cost significantly less than the standard fares or even standard discounts. We suggest you find a travel agent who will search these deals out for you. If the first fares they find are too high, ask them to figure out if there is any other way to arrange the travel that would cost less.

When we arranged our travel, we used

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a travel agent to handle booking and billing. If your district policy allows it, a travel agency is probably a good idea because a working relationship with your travel agent can help you save money in other ways than simply lower airfares. Using the travel agent simplifies the process of making reservations and allows you to keep track of who is going where and for how much.

Another alternative is for the leaders to buy their own tickets and present a receipt for reimbursement. However, if you are watching pennies, a leader may not choose a schedule to save as much money as you would prefer if you had made the arrangements.

6. Lodging Expenses - Look for bed and breakfast places first. For leaders from out of town, or out of state, a bed and breakfast captures the local charm and is usually staffed by a person who is familiar with local history. You may be able to negotiate the rate a little lower than normal because of your nonprofit status and your education-related reason for being there. Book early though, since three rooms for three nights may not be available in peak season. You should also make sure that each room has its own bathroom since 6:30 A.M. is not necessarily a good time to share personal space at a bed and breakfast.

If you use a hotel/motel, try to negotiate a lower rate, either as a business or a government entity. Saving even $10 a room for three people for three days adds up. If members of your team are flying in, check to see if the hotel has an airport shuttle. You will save yourself an additional worry if you can rely on the hotel to get your team to and from the airport.

7. Meal Expenses for Team - The best way to handle this is to communicate with your leaders about how much you can allow for them to spend per day for meals. Ask them to save receipts for reimbursement. Generally, $30 a day per person is sufficient to allow for breakfast, lunch, and dinner at a restaurant. You will have to adjust for your location.

8. Rental Car Expense - If this were a one day workshop, it would be very easy to have someone pick up the leaders at the airport and return them after the program. The difficulty with a three day program is that, for at least two evenings, your team will be in town with an urge to become tourists. People who are interested in history love to go exploring at local museums, shops, or sometimes to just drive around. In addition, they need to find a restaurant where they can relax and talk about the next days' activities. The point is, if none of your presenters are driving to the colloquium site, you may need to spend the money and rent them a car or perhaps provide a district vehicle. Check to see if you qualify for a weekly rate rather than the daily, and also see if you qualify for either nonprofit or government status.

9. Other Expenses - Planning and executing the Colloquium will mean providing for:

- Postage/Shipping: letters to prospective leaders, participants, *Backgrounders*, plans, agendas, session materials to and from the Colloquium, reimburse leaders for shipping. Hint: use inter-office mail when possible, try e-mail and FAXes when appropriate.

- Phone: with leaders, arrangements for site, for refreshments, travel, possible conference calls for leaders, reimburse leaders for phone calls, FAXes. Hint: try to use part of general budget for curriculum development or inservice.

- Copying/Printing/Secretarial: letters, *Backgrounders*, planning meeting, agenda/participants' pack, handouts for sessions, evaluations, nameplates, etc., Hint: use some of the general office budget.

- Materials/Books: **Building A History Curriculum**, **Historical Literacy**, **Lessons From History**, literature books, history books, illustrative material for leader's sessions, slides, overhead transparencies, markers, notepads, photos, primary source documents, books for Raffle. Hint: check with sales people who serve your district or call magazine editors for donations.

- Equipment: Overhead projector, large screen, slide projector, tape recorder/player, computer/monitor/CD-rom/LCD panel, masking tape, posters, video camera, tripod, VCR. Hint: use district A-V equipment whenever possible.

One way to develop a concrete budget is to make a grid. On the left side list the major activities that will have to take place to plan, prepare for, and conduct a colloquium. Across the top write the major categories of costs. Then for each activity estimate the costs associated with any of the categories at the top.

	People	Travel	Office	Materials
Recruit Teachers				
Backgrounders				
Recruit Leaders				
Plan Mtg				
Prepare				
Colloq Day 1				
Day 2				
Day 3				
Followup				

Totals

Working though this exercise is a necessary first step to making a funding proposal because even though you may convince a potential funder that the Colloquium is a program deserving support, they will not be able to give you the go ahead until you can tell them, at least in round numbers, how much it will cost.

Who Do We Approach?

Armed with the knowledge of what you want to do, and how much it will cost to do it, at least in general terms, make a list of possible funding sources. Your list will be specific to your own area and situation, but among the possibilities you may want to consider are:

- **Your Own School District** - There is no sense in searching far afield if you do not have to; funds for professional development for history teachers may already be available right at home. If you are the **Curriculum Coordinator, Social Studies Department Chair,** or the **Director of Inservice Education/ Professional Development** you may already have a budget for these kinds of programs. If you are not in charge of inservice education, then that would probably be the first person to ask. If the budget is not big enough, do not assume that it could not be increased for an exceptional program—ask whoever is in charge of inservice education. If you have no luck with inservice education, check with higher level administrators: building **Principals, Assistant Superintendent, Superintendent**. They may have the authority to increase the inservice budget or perhaps supplement it from other budget categories.

  If the cost of the entire Colloquium cannot be arranged through the local inservice education budget, perhaps the district would commit to part if you can raise the rest elsewhere. Having a portion of what you need already in hand from the local district may make it much easier to raise the rest from an outside source.

- **Outside Your School District** - Check with your county or state **Department of Education**. These departments do not usually run schools themselves but rather support and oversee teachers, schools, and education-in-general. They often have county or regional service centers that might sponsor the colloquium and open it to history teachers from the region.
- The **U.S. Department of Education** has programs that make professional development funds available to state and local school districts. These grants are made as a result of proposals submitted describing the program, its benefits, and its costs. The DOE publishes booklets called Requests For Proposals (RFPs) specifying what type of programs they are looking for and who is eligible to apply for the funds. Applying for these funds requires someone who will monitor the RFPs and then write the proposal application, but the payoff can be a fully funded Colloquium.
- Private **Foundations** and **Corporations** can be sources of funds. Look for a local connection, make a preliminary contact sketching your idea and how it will benefit education, and ask them if such a project fits with their interests. If they give a positive response, prepare a proposal with the details of the program and the budget.
- Nearby **Colleges** or **Universities** may be willing to sponsor the program through the History Department or the Continuing Education College. They could offer the Colloquium for either college credit or for CEUs. Participating teachers would pay tuition to cover the costs.

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Teachers should be encouraged to invest in themselves as history education professionals, and they would have the additional incentive of getting credit toward future steps up the pay scale. Alternatively the school district might pay the tuition for the teachers as an education fringe benefit for faculty.

How Do We Persuade Them?

No matter which of these funding agencies you approach, a basic strategy to keep in mind is: research the funder's goals first; then express your program in terms of their goals. If you can talk about the Colloquium in this way you may well have found a funding match.

Some broad brush examples:

- a foundation's guidelines say that one of its goals is improving education for children; show them how better teachers mean better education for children and the Colloquium results in improved history teachers.
- a university's mission statement indicates that it is dedicated to research **and** to community service; show them how history education is vital to a citizen's public life and that the Colloquium will improve history education in the community.
- the U.S. Department of Education RFP says it wants to encourage innovative programs in professional development; stress the ways the Colloquium is different from the standard half-day inservice workshop and highlight the innovative teaching methods discussed in the typical sessions.

Your approach will be tailored to your program and the goals of the funder you are approaching, but the strategy will be similar.

The Big Picture

A Colloquium is a complex undertaking. In the previous sections of this Manual we have the parts of a Colloquium in detail and they may seem overwhelming. One way of handling the complexity is to use a checklist. See Appendix V for the Master Checklist we use to keep track of the progress of a Colloquium and to make sure we have not forgotten to take care of some important task.

You may want to start with this checklist and then develop one that reflects your own Colloquium. But in any case you will probably feel more comfortable with a list rather than relying strictly on memory.

Your Colloquium Will Be Unique

We hope you are inspired to try this type of professional development for the history teachers in your district. As you begin to plan your program we think you will find that it begins to have a heart and soul of its own. Because of your participants and their interests, because of the leaders you choose, and because of your own input and leadership, your colloquium will develop its own personality.

Please feel free to use any ideas from this manual, and please call the NCHE Office with your questions. We wish you well with your History Colloquium and would like to help in any way we are able.

We'd Like To Know What You Think Of This Manual

This Manual is our attempt to share with you what we learned during this project about history education and about professional development. However, we realize that we don't know everything there is to know about either of those topics and we'd be most grateful if you would give us some feedback. Drop us a note with any comments you may have about history education in general, and this Manual in particular. We would be most interested in your thoughts on the following questions:

1. Which Sections of the Manual were most helpful in conducting your own history Colloquium?
2. Were there any sections in the Manual that were unnecessary?
3. Did we forget to put some information in the Manual that you would have found helpful?

If You Hold A Colloquium, Please Tell Us About It

When your Colloquium is over, brag about it to us. We'd love to hear all about it. Send a note or a letter telling us:

1. Where was your colloquium held?
2. When was it held?
3. How many school districts and how many participants?
4. What were the goals of your history colloquium?
5. How and why did you meet or exceed your goals?
6. We would like to share the story of your history colloquium with others through our national newsletter ***History Matters!*** Can we contact you to get your story?

Thank you in advance for taking the time to share your thoughts and experiences with us. We wish you the best of luck with your History Colloquium!

Would You Like To Know More About NCHE?

If you are not already a member of NCHE, we would be happy to send you more information about our organization, including a complimentary issue of our newsletter, ***History Matters!*** Call or write us at the phone and address below and we'll add you to our growing number of concerned history educators.

National Council for History Education
26915 Westwood Rd., Suite B-2
Westwood, OH 44145

216-835-1776
216-835-1295 (FAX)
ae515@cleveland.freenet.edu (email)

Personnel, Materials, and Resources

Colloquium Leaders from 1992-1994

Master Classroom Teachers

Geno Flores, Arroyo Grande H.S., Arroyo Grande, CA

Jana Flores, Pine Grove El., Orcutt, CA

Betty B. Franks, Maple Heights H.S., Maple Heights, OH

Claudia Hoone, Indianapolis Public Schools, Indianapolis, IN

Chuck Schierloh, Lima Alternative H.S., Lima, OH

Nancy Taylor, St. Michael School, Worthington, OH

Learning Specialists

John F. Ahern, Elementary and Early Childhood, University of Toledo, OH

Rodney Atkinson, Learning Consultant, St. Dep't. of Ed., Sacramento, CA

Kieran Egan, Faculty of Education, Simon Fraser University, British Columbia

Paul Filio, Curriculum Specialist, Cincinnati Public Schools, Cincinnati, OH

Michael Whelan, College of Education, SUNY-New Paltz, NY

Historians

Edward Berenson, Department of History, UCLA

John Lewis Gaddis, Contemporary History Institute, Ohio University

Sherrin Marshall, U.S. Department of Education, Washington, D.C.

Lawrence W. McBride, Department of History, Illinois State University, Normal IL

William H. McNeill, University of Chicago, Emeritus

Peter Rutkoff, Department of History, Kenyon College, OH

Fred N. Schuld, Historian, Macedonia, OH

Carl Ubbelohde, Case Western Reserve University, Emeritus, OH

Bernard Weisberger, Historian, Evanston, IL

Arthur Zilversmit, Department of History, Lake Forest College, IL

External Evaluator

Suzanne Wilson, College of Education, Michigan State University

Colloquium Sites and Local Coordinators

Year One

Cincinnati Public Schools, OH, Dean Moore, Social Studies Specialist

Wintersville/Indian Creek/Mingo Junction Consolidated Schools, OH, Gus Huber, Assistant Principal, Wintersville H.S.

Akron City Schools, OH, Bernadine Burchett, Curriculum Coordinator

Hathaway Brown School, OH, Brian Ross, Chair of the History Department

Ashtabula County Schools, OH, Joseph Cumo, Social Studies Coordinator

Year Two

Bourne High School, Bourne, MA, Gail Rowe, Asst. Superintendent

Essex Institute, Salem, MA, Sherrie Brown, Principal, Swampscott Public Schools, Ellen Fineberg, Special Projects Manager of the Essex Institute

Belmont High School, Belmont, MA, Eileen McSwiney of the Education Collaborative

Alicia Reyes Elementary School, Peter Hodges, Principal, Merced, CA

Year Three

Mt. Ararat School, Topsham, ME, Jeffrey Shedd, Social Studies Coordinator

School District of Cheltenham Township, Cheltenham, PA, Gerry Katz, Curriculum Associate

Middletown High School, Middletown, RI, Michael Crowley, Chair of History/Social Studies

Anchorage Public Schools, Anchorage, AK, Doug Phillips, Social Studies Coordinator

Hawaii Committee for the Humanities and Hawaii Department of Education, Hilo, HI, Myrna Nekoba, District Education Specialist

Alabama Humanities Foundation, hosted by Enterprise State Junior College, Kathryn Hamrick, Program Associate, George Dubose, Teacher, Ozark City Schools

Raffle and Resource Materials

Historical Literacy: The Case for History in American Education, Houghton Mifflin 1990, ISBN 0-395-57040-9. A collection of essays by noted history educators. Edited by Paul Gagnon for the Bradley Commission on History in Schools. Also available from the National Council for History Education Office.

Building A History Curriculum: Guidelines for Teaching History in the Schools. A precise, concise booklet describing the Bradley Commission recommendations regarding history in the schools. Order from the National Council for History Education, 26915 Westwood Rd., Suite B-2, Westlake, OH 44145, ph: 216-835-1776.

Lessons From History: Essential Understandings and Historical Perspectives Students Should Acquire, The National Center for History in the Schools, UCLA, Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108, ISBN 0-9633218-0-3. An excellent resource describing the big ideas, themes, and habits of mind in both U.S. and world history.

UCLA Booklets comprised of 15 world history titles such as **Ancient Ghana: Pre-Colonial Trading Empire** and **The Role of Women in Medieval Europe** along with 16 U.S. History titles such as **Early Jamestown** and **Slavery in the Nineteenth Century .** These include primary source documents on various topics in U.S. and world history that are inexpensive and geared towards grades 5-12. Contact UCLA at address above.

Helping Your Child Learn History, U.S. Department of Education. A good resource for parents as well as primary and elementary history teachers. Consumer Information Center, 4B P.O.Box 100,Pueblo, CO 81002, Item #373A.

Cobblestone Magazine, Cobblestone Publishing, Inc., 7 School St., Peterborough, NH 03458, (603) 924-7209. Each issue of the magazine is devoted to a central theme in U.S. History. Sister magazines **Calliope** - world history; **Faces** - multiculturalism; and **Odyssey** - science offer the same quality treatment of their respective subjects.

Field Trip Magazine, Modern Curriculum Press, Customer Service Center, 4350 Equity Service Center, P.O. Box 2649, Columbus, OH 43216, 1-800-321-3106. An excellent resource magazine for topics in world history.

Literature for History-Social Science, Kindergarten Through Grade 8, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, ISBN 0-8011-0892-6. This affordable annotated bibliography is a must for teachers looking to supplement their teaching with grade level appropriate literature in both U.S. and world history.

If You ..... Series Sample titles: **If You Sailed on the Mayflower, If you Traveled on the Underground Railroad, If You Lived in Colonial Times**. The children's literature books in this series are a great way to introduce history in the elementary grades. Social Studies School Services, 10200 Jefferson Blvd., Culver City, CA, 90232-0802, (800) 421--4246.

Jean Fritz .... Series Titles such as **Can't You Make Them Behave, King George? Will You Sign Here John Hancock?** and **What's the Big Idea Ben Franklin?** are another great way to introduce history in the elementary grades. Social Studies School Services, 10200 Jefferson Blvd., Culver City, CA, 90232-0802, (800) 421--4246.

Pyramid, Castle David Macauley, Social Studies School Services, 10200 Jefferson Blvd., Culver City, CA, 90232-0802, (800) 421-4246. These videos, along with the companion books are a great resource on the how's and why's of building pyramids and castles.

Cooking Up U.S. History, Cooking Up World History, Suzanne I. Barchers and Patricia C. Marden, Social Studies School Services, 10200 Jefferson Blvd., Culver City, CA, 90232-0802, (800) 421--4246. Aside from having wonderful recipes, this book also includes an annotated bibliography of both fiction and nonfiction books that coincide with the recipes.

Social Studies Through Children's Literature: An Integrated Approach by Anthony Fredericks, Libraries Unlimited, Teachers Ideas Press, 1-800-237-612. This superior book offers critical thinking questions, related books and references, and activities for 32 U.S. and world history children's literature books. It also contains an appendix of children's literature with bibliographic annotations.

After The Fact: The Art of Historical Detection, James West Davidson and Mark Hamilton Lytle, McGraw Hill Inc., 1-800-722-4726. This book is a great "how to" of historical inquiry techniques. Each chapter takes the reader through an historical episode by examining facts and the underlying assumptions made to interpret those facts. There are two separate volumes and a third volume which combines the first two.

Reader's Theatre for Children: Scripts and Script Development, Mildred Knight Laughlin and Kathy Howard Latrobe, Teachers Ideas Press, 1-800-237-6124. A good resource describing the how's and why's of reader's theatre.

A History of US in 10 volumes, Joy Hakim, Oxford University Press, 200 Madison Ave., New York, NY 10016-3987, 212-679-7300. These volumes are the best example to date of a textbook that offers historical information in the way that humans understand it best, as a collection of true stories. Can be used from grade 4 and older. (School edition available from D.C. Heath, Boston.)

The Changing City, a seven panel collection of prints depicting the twenty year evolution of a small village into a thriving metropolis and **The Changing Countryside**, a seven panel collection of prints depicting the twenty year evolution of a rural area into a thriving city are an excellent resource for teaching History's Vital Themes and Geography's Five Fundamental Themes. The artist is Jorg Muller and they can be ordered from Global Graphics and Resources, 2108 Hillside Drive, Burlingame, CA 94010, 415-579-4624.

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Our thanks to those who have generously contributed their own work or materials for inclusion in this appendix. Where possible, we have cited their names in the narrative or on the appendix page.

Appendix A

Bradley Commission on History in Schools Recommendations

In recognition of the critical value of historical study to the education of Americans, the Bradley Commission has adopted the following resolutions, addressed to all citizens who bear responsibility for designing and implementing courses of study in our schools:

1. That the knowledge and habits of mind to be gained from the study of history are indispensable to the education of citizens in a democracy. The study of history should, therefore, be required of all students.

2. That such study must reach well beyond the acquisition of useful information. To develop judgment and perspective, historical study must often focus upon broad, significant themes and questions, rather than short-lived memorization of facts without context. In doing so, historical study should provide context for facts and training in critical judgment based upon evidence, including original sources, and should cultivate the perspective arising from a chronological view of the past down to the present day. Therefore it follows . . .

3. That the curricular time essential to develop the genuine understanding and engagement necessary to exercising judgment must be considerably greater than that presently common in American school programs in history.

4. That the kindergarten through grade six social studies curriculum be history-centered.

5. That this Commission recommends to the states and to local school districts the implementation of a social studies curriculum requiring no fewer than four years of history among the six years spanning grades 7 through 12.

The Commission regards such time as indispensable to convey the three kinds of historical reality all citizens need to confront: American history to tell us who we are and who we are becoming; the history of Western civilization to reveal our democratic political heritage and its vicissitudes; world history to acquaint us with the nations and people with whom we shall share a common global destiny. It follows...

6. That every student should have an understanding of the world that encompasses the historical experiences of peoples of Africa, the Americas, Asia, and Europe.

7. That history can best be understood when the roles of all constituent parts of society are included; therefore the history of women, racial and ethnic minorities, and men and women of all classes and conditions should be integrated into historical instruction.

8. That the completion of a substantial program in history (preferably a major, minimally a minor) at the college or university level be required for the certification of teachers of social studies in the middle and high schools.

The Commission is concerned by the minimal, frequently insubstantial, state requirements for historical studies in the education of social studies teachers. The kind of historical instruction we believe to be indispensable requires prior study of the subject in depth.

9. That college and university departments of history review the structure and content of major programs for their suitability to the needs of prospective teachers, with special attention to the quality and liveliness of those survey courses whose counterparts are most often taught in the schools: world history, Western civilization, and American history.

The Commission is concerned that the structures and requirements of the undergraduate history major are too frequently inchoate, and that insufficient attention is paid to courses demonstrating useful approaches to synthesis, selection, and understanding of organizing themes.

Source: **Building A History Curriculum: Guidelines for Teaching History in Schools**, 1988, Bradley Commission on History in Schools, Westlake, Ohio. Pgs. 7-8. Available from the National Council for History Education.

Appendix B

History's Vital Themes

In our search for historical understanding of ourselves and others, certain themes emerge as vital, whether the subject be world history, the history of Western civilization, or the history of the United States.... To comprehend the forces for continuity and change that have shaped - and will continue to shape - human life, teachers and students of history must have the opportunity to pursue many or most of the following matters:

Civilization, cultural diffusion, and innovation

The evolution of human skills and the means of exerting power over nature and people. The rise of interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

Human interaction with the environment

The relationship among geography, technology and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

Values, beliefs, political ideas, and institutions

The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs.

Conflict and cooperation

The many and various causes of war, and of approaches to peacemaking and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The causes of war and peace for societies and their cultures.

Comparative history of major developments

The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

Patterns of social and political interaction

The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

Source: **Building A History Curriculum: Guidelines for Teaching History in Schools**, 1988, Bradley Commission on History in Schools, Westlake, Ohio. Pgs. 10-11. Available from the National Council for History Education.

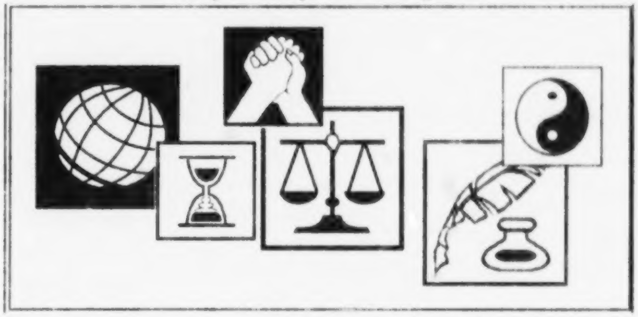
Appendix C-1

Colloquium Backgrounder

National Council for History Education

Colloquium Backgrounder

Colloqua - Latin for "to share together"



"... the Bradley Commission declares once more that history should occupy a large and vital place in the education of the private person and the public citizen. Unlike many other peoples, Americans are not bound together by a common religion or a common ethnicity. Instead, our binding heritage is a democratic vision of liberty, equality, and justice. If Americans are to preserve that vision and bring it to daily practice, it is imperative that all citizens understand how it was shaped in the past, what events and forces either helped or obstructed it, and how it has evolved down to the circumstances and political discourse of our time."

Bradley Commission on History in Schools 1988

We at the National Council for History Education are excited that you are interested in attending a three day colloquium on teaching history. We will bring a professor from a college of education, a master classroom teacher, and a historian to give you varied approaches to the teaching of history in the classroom. Here are a few comments from previous participants:

Adele Urbsas - Canton Public Schools - Boston, MA- *"It was with reluctance I came and with enthusiasm I left every day. In my 31 years of teaching and attending numerous conferences, this was the best by far."*

Margaret Marquis - Salem Public Schools - Salem, MA- *"We received lots of ideas and practical information that teachers can readily use instead of just theory."*

Margi Rench - Alicia Reyes Elementary - Merced, CA - *"I really liked the three perspectives presented by the three presenters. The educator gave us some practical theory which I plan to use next week! The schoolteacher gave us some great practical activities. And the historian gave us a wonderful experience using primary sources to show how very exciting history is!"*

Thomas McGovern - Watertown H.S. - Watertown, MA - *"I thought it enriching, informative, and in many ways inspirational. I can hardly wait to get back to the classroom."*

We have found that we can provide a more exciting and useful colloquium program to you if we have some important information as we get into the planning stages of our agenda. So a few thoughtful minutes now will pay large dividends for you when we spend our three days together.

Thank you for your time and we look forward to hearing from you.

Mark Sivy
Colloquium Coordinator

Appendix C-2

Colloquium Backgrounder (cont.)

Autobiography

We will have some information to send to you prior to the colloquium and afterwards. Please give us an address and a phone where we can be sure to reach you and designate whether it is school or home.

Name______________________________

Street______________________________

City____________________ State____________ Zip____________

Phone (____)____________________

If you or your school has an electronic mail address, we would like to put you on our electronic mailing list.

E-Mail address______________________________

Please give us some information about your classroom.

In what school do you teach?______________________________

What grade(s) do you teach?______________________________

What subject(s) do you teach?______________________________

How long have you been a teacher?______________________________

What textbooks do you currently use to teach history?______________________________

____

____

What additional materials do you use in the teaching of history?______________________________

____

____

What techniques do you use in the teaching of history?______________________________

____

____

Which historical topic do you like to teach the most?______________________________

If you were granted one wish for teaching materials on a particular historical topic, what would the topic and the wish be?______________________________

Please tell us what history courses are taught at each grade level in your district.

K____________ First____________ Second____________

Third____________ Fourth____________ Fifth____________

Sixth____________ Seventh____________ Eighth____________

Ninth____________ Tenth____________ Eleventh____________

Appendix C-3

Colloquium Backgrounder (cont.)

Possibilities

As we prepare our agenda for the three days, it would be helpful to know what topics you feel would best help you in your classroom. Here is a list of possibilities and we want you to pick your top **FIVE** choices. Number them one through five.

__________1. How to integrate literature into the teaching of history

__________2. How to use primary sources in teaching history

__________3. How to analyze primary sources

__________4. How to integrate photographs and artifacts into the classroom

__________5. How are other states organizing their K-12 curriculum

__________6. How to revise our curriculum K-12

__________7. How to decide what is important to study or teach in depth

__________8. What are the current issues in the field of history

__________9. How to teach family, local, and state history

__________10. How to involve students in an oral history

__________11. What are the current issues in assessment and national standards

__________12. How to effectively use timelines in the classroom

__________13. How to use the jigsaw method for teaching history

__________14. What is the relationship of history and geography

__________15. How to use maps in the history classroom

__________16. How to use the new technologies (laser disk, cd-rom, e-mail)

Please list any others that you think might be beneficial to you.

____

____

____

____

Appendix C-4

Colloquium Backgrounder (cont.)

The Colloquium

A common problem we have heard from teachers is that they never have an opportunity to talk with other teachers. Which of these applies to you?

_____I want to spend some time talking with teachers in my grade in my school.

_____I want to talk with teachers in my school from the grades below mine and above mine. (articulation)

_____I want to talk with teachers in my grade from other school districts.

_____I want a million dollars. (just seeing if you were paying attention)

What are your expectations for the three days?____

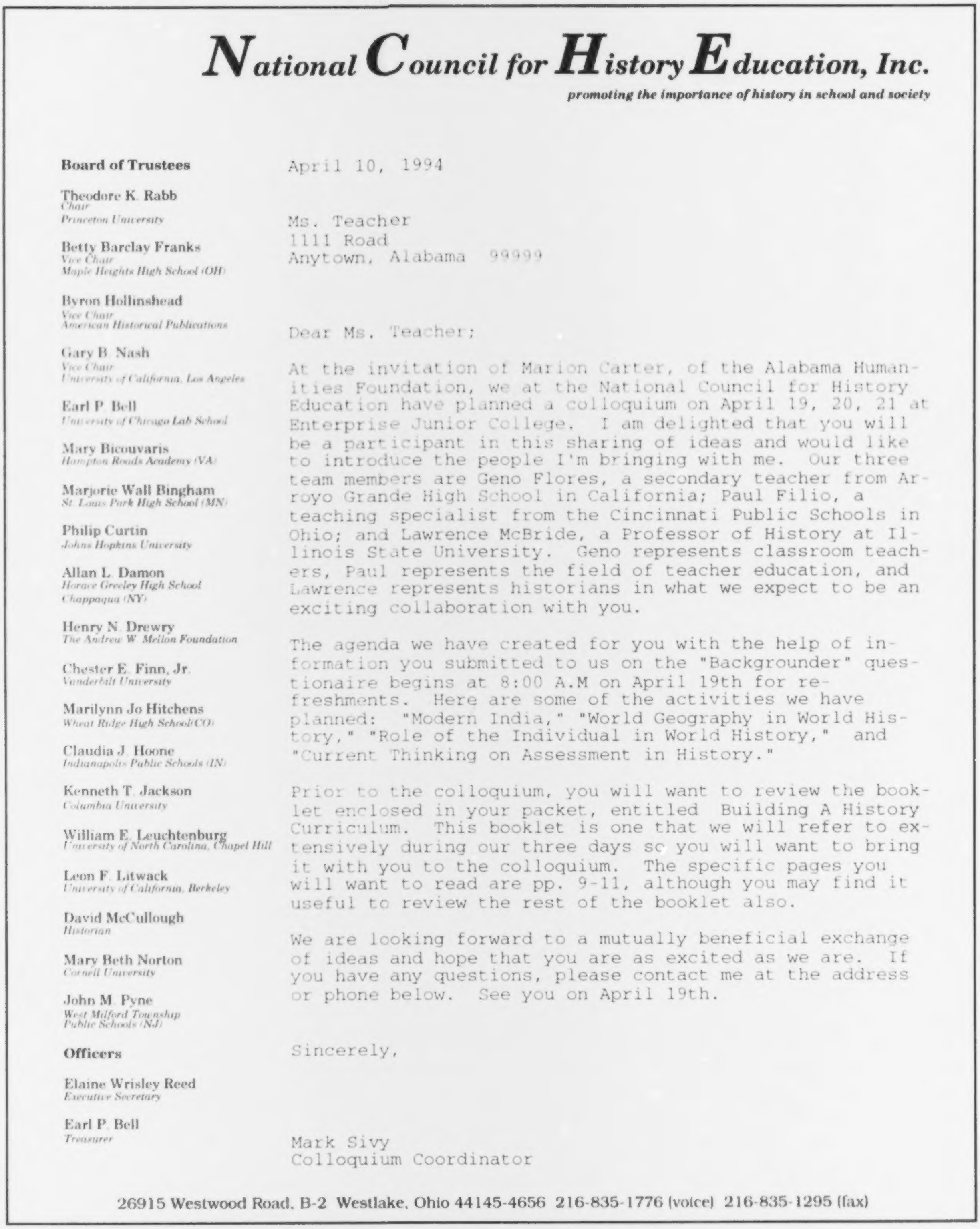
Almost finished. The person who invited us from your area (the local coordinator), the staff of the National Council for History Education and the presentors will examine your comments closely to come up with a colloquium that satisfies as many needs as possible. Keep in mind that there are other people filling these forms out and the colloquium may not satisfy all of your particular needs simply because we may have to make some tough decisions between two or three perfectly good alternatives. With that in mind, please use the space below to tell us what questions or concerns are most important to you as a history teacher.

Thank You.

We know this might have taken some time but we appreciate the effort. This will help us put together a valuable three day event for you. Thanks again and please return to your local coordinator as soon as possible.

Appendix D

Sample Participant's Letter



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promoting the importance of history in school and society

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April 10, 1994

Ms. Teacher
1111 Road
Anytown, Alabama 99999

Dear Ms. Teacher;

At the invitation of Marion Carter, of the Alabama Humanities Foundation, we at the National Council for History Education have planned a colloquium on April 19, 20, 21 at Enterprise Junior College. I am delighted that you will be a participant in this sharing of ideas and would like to introduce the people I'm bringing with me. Our three team members are Geno Flores, a secondary teacher from Arroyo Grande High School in California; Paul Filio, a teaching specialist from the Cincinnati Public Schools in Ohio; and Lawrence McBride, a Professor of History at Illinois State University. Geno represents classroom teachers, Paul represents the field of teacher education, and Lawrence represents historians in what we expect to be an exciting collaboration with you.

The agenda we have created for you with the help of information you submitted to us on the "Backgrounder" questionaire begins at 8:00 A.M on April 19th for refreshments. Here are some of the activities we have planned: "Modern India," "World Geography in World History," "Role of the Individual in World History," and "Current Thinking on Assessment in History."

Prior to the colloquium, you will want to review the booklet enclosed in your packet, entitled Building A History Curriculum. This booklet is one that we will refer to extensively during our three days so you will want to bring it with you to the colloquium. The specific pages you will want to read are pp. 9-11, although you may find it useful to review the rest of the booklet also.

We are looking forward to a mutually beneficial exchange of ideas and hope that you are as excited as we are. If you have any questions, please contact me at the address or phone below. See you on April 19th.

Sincerely,

Mark Sivy
Colloquium Coordinator

26915 Westwood Road, B-2 Westlake, Ohio 44145-4656 216-835-1776 (voice) 216-835-1295 (fax)

Appendix E-1

Sample Agenda Philadelphia

This is the actual agenda we used in our colloquium in Philadelphia. The team leaders were:

Mark Sivy - Colloquium Coordinator

Betty Franks - Master Classroom Teacher

Michael Whelan - Learning Specialist

Art Zilversmit - Historian

National Council for History Education
History Colloquium
Philadelphia, PA Area
Tuesday, November 16, 1993

7:45 - 8:00	Registration (refreshments)
8:00 - 8:45	Welcome and Introductions **Mark**
8:45 - 9:45	The Louisiana Purchase **Betty Franks**
9:45-10:15	Review of **Building a History Curriculum** **Betty**
10:15-10:30	Break
10:30-12:00	Thinking About Teaching History **Michael Whelan**
12:00 - 1:00	Lunch
1:00 - 2:00	Doing History: Prime Time **Art Zilversmit**
2:00 - 3:15	Discussion of Prologue to After the Fact **Art, Mike, Betty**
3:15 - 3:30	Rap-Up, Feedback, Closure **Mark**

Desired Learning Outcomes for Tuesday:

1. Participants are introduced to History's Habits of Mind through a demonstration lesson.
2. Following a discussion of an overall framework for history instruction, participants experience a demonstration lesson of the difference between an "input" lesson and an "output" lesson.
3. Participants use a primary source to examine the "doing" of history.
4. Participants learn elements of historical process.
5. Participants differentiate between "facts" and "history."

National Council for History Education
History Colloquium
Philadelphia, PA Area
Wednesday, November 17, 1993

8:00 - 8:30	Refreshments
8:30 - 9:30	Thinking About Teaching History Further **Mike**
9:30 - 10:00	Dorothea Lange Photographs **Art**
10:00 - 10:15	Break
10:15 - 11:30	Oral History (Ch. 7, After the Fact) **Art**
11:30 - 12:30	Lunch
12:30 - 2:00	Women in Japan **Betty**
2:00 - 2:15	Break
2:15 - 3:15	Simulations Made Simple **Mike**
3:15 - 3:30	Rap-Up, Thursday preview **Mark**

Desired Learning Outcomes for Wednesday:

1. Participants use historical photographs and oral history as teaching techniques.
2. Participants experience use of primary sources and issues regarding gender and periodization in the teaching of World History through a demonstration lesson.
3. Participants learn questioning, discussion, and simulation techniques for their classrooms.
4. Participants differentiate between evidence and opinion.

National Council for History Education
History Colloquium
Philadelphia, PA Area
Thursday, November 18, 1993

8:00 - 8:30	Refreshments
8:30 - 9:30	Making History More Inclusive **Art**
9:30 - 10:15	Curriculum Gatekeeping **Mike**
10:15 - 10:30	Break
10:30 - 12:00	Becoming History Advocates **Betty**
12:00 - 12:30	Lunch
12:30 - 1:30	The Nature of History **Betty, Art, Mike**
1:30 - 2:15	Where Do We Go From Here? **Mike**
2:15 - 2:30	Break
2:30 - 3:30	Written Evaluation, Raffle **Mark**

Desired Learning Outcomes for Thursday:

1. Participants discuss what history is and why study it.
2. Participants learn about changes in the focus of history dating from the civil rights movement.
3. Participants identify strategies for making curriculum decisions in their own school districts.
4. Participants engage in a discussion of current issues in the field of history education.

Appendix E-2

Sample Agenda Maine

This is the actual agenda we used in Maine. The team leaders were:

Mark Sivy - Colloquium Coordinator

Nancy Taylor - Master Classroom Teacher

Jack Ahern - Learning Specialist

Bernie Weisberger - Historian

National Council for History Education
History Colloquium
Topsham, Maine
Wednesday October 13, 1993

7:45 - 8:00	Coffee, donuts
8:00 - 8:15	Welcome and Opening Remarks
8:15 - 9:15	Introduction of Themes **Mark**
9:15 - 10:00	History: Telling It Like It Was **Bernie Weisberger**
10:00 - 10:15	Break
10:15 - 10:45	Integration of Literature and History **Bernie**
10:45 - 11:45	Literature and the Themes **Jack Ahern**
11:45 - 12:30	Lunch
12:30 - 2:30	Flatboat Lesson **Nancy Taylor**
2:30 - 2:50	What Historians Do **Bernie**
2:50 - 3:00	Introduce Classroom Museum **Jack**

Desired Learning Outcomes for Wednesday:

1. Participants learn about current issues in the field of history.
2. Participants learn how a historian perceives literature and history.
3. Participants experience a teaching technique utilizing literature to teach themes.
4. Participants experience a teaching technique demonstrating the use of themes.

National Council for History Education
History Colloquium
Topsham, Maine
Thursday October 14, 1993

7:45 - 8:00	Coffee, donuts
8:00 - 9:00	Habits of Mind Introduction **Nancy**
9:00 - 10:15	Reader's Theatre **Jack**
10:15 - 10:30	Break
10:30 - 11:45	Curriculum Frameworks Discussion **Jack**
11:45 - 12:30	Lunch
12:30 - 1:45	Learning Objectives in a Classroom Lesson **Nancy**
1:45 - 2:00	Break
2:00 - 3:00	Maine and the WPA Writer's Project **Bernie**

Desired Learning Outcomes for Thursday:

1. Participants are introduced to the Habits of Mind through the use of a classroom lesson.
2. Participants use a hands on teaching technique to understand the Habits of Mind.
3. Participants examine various curriculum frameworks as a means of revising their own framework.
4. Participants utilize learning objectives to examine a classroom lesson.
5. Participants learn how a historian uses a primary source to develop a narrative.

National Council for History Education
History Colloquium
Topsham, Maine
Friday October 15, 1993

7:45 - 8:00	Coffee, donuts
8:00 - 9:00	Story Hour: LaFollette Family **Bernie**
9:00 - 9:30	Open Discussion with **Bernie**
9:30 - 10:30	Oral History, Drama **Jack, Nancy, Mark**
10:30 - 10:45	Break
10:45 - 11:45	Classroom Museum **Jack, Nancy**
11:45 - 12:30	Lunch
12:30 - 2:15	Synthesis of the 3 days **Jack, Nancy, Jeff**
2:15 - 3:00	Evaluation and Raffle **Jack, Mark**

Desired Learning Outcomes for Friday:

1. Participants will understand how a historical narrative is developed by a historian using primary sources.
2. Participants will experience living history for the purpose of recognizing the importance of the individual in history.
3. Participants will learn ideas for doing oral and family history interviews.
4. Participants will experience the process of using artifacts, pictures, and documents in a classroom lesson.

BEST COPY AVAILABLE

Appendix F

Theme Posters

These are the 6 Vital Theme posters that we displayed during our colloquium programs. Many teachers requested copies of them for their classrooms. Camera-ready copies (size 8 1/2 X 11) can be ordered from the NCHE office for $3 a set.

THEME:

Patterns of social and political interaction.

THEME:

Civilization, cultural diffusion, and innovation.

THEME:

Human interaction with the environment.

THEME:

Values, beliefs, political ideas, and institutions.

THEME:

Conflict and cooperation.

THEME:

Comparative history of major developments.

Appendix G-1

Habits of Mind Posters

These are the13 Habits of Mind posters that we displayed during our colloquium programs. Many teachers requested copies of them for their classrooms. Camera-ready copies (size 8 1/2 X 11) can be ordered from the NCHE office for $5 a set.

Habits of the Mind 1

...understand the significance of the past to their own lives, both private and public, and to their society.

Habits of the Mind 2

...distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for discerning judgment in public and personal life.

Habits of the Mind 3

...perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.

Habits of the Mind 4

...acquire at one and the same time a comprehension of diverse cultures and of shared humanity.

Habits of the Mind 5

...understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle between purpose and process.

Habits of the Mind 6

...comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.

Appendix G-2

Habits of Mind Posters (cont.)

Habits of the Mind 7

...prepare to live with uncertainties and exasperating--even perilous--unfinished business, realizing that not all "problems" have solutions.

Habits of the Mind 8

...grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.

Habits of the Mind 9

...appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to sieze upon particular "lessons" of history as cures for present ills.

Habits of the Mind 10

...recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.

Habits of the Mind 11

...appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.

Habits of the Mind 12

...understand the relationship between geography and history as a matrix of time and place, and as context for events.

Habits of the Mind 13

...read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

Appendix H

Habits of Mind Matrix

Habits of Mind	Grade ____________ How can I integrate each Habit of Mind into my classroom at my grade level?
1. ...understand the significance of the past to their own lives, both private and public, and to their society.	
2. ...distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for discerning judgment in public and personal life.	
3. ...perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.	
4. ...acquire at one and the same time a comprehension of diverse cultures and of shared humanity.	
5. ...understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out.	
6. ...comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.	
7. ...prepare to live with uncertainties and exasperating--even perilous--unfinished business, realizing that not all "problems" have solutions.	
8. ...grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.	
9. ...appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to sieze upon particular "lessons" of history as cures for present ills.	
10. ...recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.	
11. ...appreciate the force of the nonrational, the irrational, the accidental, in history and	
12. ...understand the relationship between geography and history as a matrix of time and space, and as context for events.	
13. ...read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.	
Notes:	

Appendix I

Vital Theme Matrix

Task →	Which Theme would you emphasize while teaching each unit?					
Unit ↓ Theme →	1. Civilization, cultural diffusion, and innovation	2. Human interaction with the environment.	3. Values, beliefs, political ideas, and institutions.	4. Conflict and cooperation.	5. Comparative history of major developments.	6. Patterns of social and political interaction.

Appendix J

Colloquium Evaluation Form

National Council for History Education, Inc.

Reflections

January 28-29-30, 1993
History Colloquium Program for
Belmont and Area Schools (MA)

Name____

School and District ________________________________ Grade level(s) _____

1. If you could only take one idea about history away from this program, what would you choose and why?

2. Could you think of two examples of ways you would use the "Six Vital Themes" and "History's Habits of the Mind" to enrich the curriculum in your district?

3. What instructional strategies suggested at this colloquium would you be willing to use for enriching your history curriculum?

4. Would you be willing to answer a follow up questionnaire 3 months from now that would ask how you have been able to implement some of the ideas you have taken from this colloquium?

5. What did we do right at this colloquium?

6. How can we improve this experience for other teachers and school districts?

Additional comments:

Appendix K-1

Jourdon Anderson Letter

DOING HISTORY

In order to "do" history, an historian needs to evaluate documents. For the purpose of this exercise, you should think of yourself as someone who is engaged in learning about the ways in which African-Americans reacted to emancipation. Someone has suggested that you evaluate the attached document in this connection.

What questions would you ask about the document?

What kinds of information can you learn from this document?

What criteria would you use to evaluate the significance of this document?

Appendix K-2

Jourdon Anderson Letter (cont.)

Dayton, Ohio, August 7, 1865

To My Old Master, Colonel P.H. Anderson
Big Spring, Tennessee

Sir: I got your letter and was glad to find you had not forgotten Jourdon, and that you wanted me to come back and live with you again, promising to do better for me than anybody else can. I have often felt uneasy about you. I thought the Yankees would have hung you long before this for harboring Rebs they found at your house. I suppose they never heard about your going to Col. Martin's to kill the Union soldier that was left by his company in their stable. Although you shot at me twice before I left you, I did not want to hear of your being hurt, and am glad you are still living. It would do me good to go back to the dear old home again and see Miss Mary and Miss Martha and Allen, Esther, Green, and Lee. Give my love to them all, and tell them I hope we will meet in the better world, if not in this. I would have gone back to see you all when I was working in the Nashville hospital, but one of the neighbors told me Henry intended to shoot me if he ever got a chance.

I want to know particularly what the good chance is you propose to give me. I am doing tolerably well here; I get $25 a month, with victuals and clothing; have a comfortable home for Mandy (the folks here call her Mrs. Anderson), and the children, Milly, Jane and Grundy, go to school and are learning well; the teacher says Grundy has a head for a preacher. They go to Sunday-School, and Mandy and me attend church regularly. We are kindly treated; sometimes we overhear others saying, "Them colored people were slaves" down in Tennessee. The children feel hurt when they hear such remarks, but I tell them it was no disgrace in Tennessee to belong to Col. Anderson. Many darkies would have been proud, as I used to was, to call you master. Now, if you will write and say what wages you will give me, I will be better able to decide whether it would be to my advantage to move back again.

As to my freedom, which you say I can have, there is nothing to be gained on that score, as I got my free-papers in 1864 from the Provost-Marshall-General of the Department at Nashville. Mandy says she would be afraid to go back without some proof that you are sincerely disposed to treat us justly and kindly—and we have concluded to test your sincerity by asking you to send us our wages for the time we served you. This will make us forget and forgive old scores, and rely on your justice and friendship in the future. I served you faithfully for thirty-two years and Mandy twenty years. At $25 a month for me, and $2 a week for Mandy, our earnings would amount to $11,680. Add to this the interest for the time our wages has been kept back and deduct what you paid for our clothing and three doctor's visits to me, and pulling a tooth for Mandy, and the balance will show what we are in justice entitled to. Please send the money by Adams Express, in care of V. Winters, esq. Dayton, Ohio. If you fail to pay us for faithful labors in the past we can have little faith in your promises in the future. We trust the good Maker has opened your eyes to the wrongs which you and your fathers have done to me and my fathers, in making us toil for you for generations without recompense. Here I draw my wages every Saturday night, but in Tennessee there was never any pay day for the negroes any more than for the horses and cows. Surely there will be a day of reckoning for those who defraud the laborer of his hire.

In answering this letter please state if there would be any safety for my Milly and Jane, who are now grown up and both good-looking girls. You know how it was with poor Matilda and Catherine. I would rather stay here and starve and die if it comes to that than have my girls brought to shame by the violence and wickedness of their young masters. You will also please state if there has been any schools opened for the colored children in your neighborhood, the great desire of my life now is to give my children an education, and have them form virtuous habits.

P.S.—Say howdy to George Carter, and thank him for taking the pistol from you when you were shooting at me.

From your old servant,

Jourdon Anderson

This letter is reproduced by Leon F. Litwack in **Been In The Storm So Long: The Aftermath of Slavery**, New York, Alfred A. Knopf, Inc. 1979, pp. 333-335. The citation indicates that the letter was originally printed in the *Cincinnati Commercial*. It was reprinted many times: *New York Tribune*, Aug. 22, 1865, as a "letter dictated by a servant," also "Letter from a Freedman to His Old Master, written just as he dictated it," in Lydia Maria Child (ed.), *The Freedmen's Book* (Boston, 1865), 265-67, and Carter G. Woodson (ed.), *The Mind of the Negro as Reflected in Letters Written During the Crisis 1800-1860* (Washington, D.C., 1926, 537-39.

Appendix L

Oral History Interviewing Skills

Teaching Oral History Techniques O.C.S.S. Review
Spring, 1990 John Ahern University of Toledo

Interviewing Techniques

Listening Skills

Most of us are natural listeners. Without being aware of it, we send signals to the person who is talking that we are interested in what they are saying. The following techniques are useful in doing oral history because they encourage a speaker to go beyond a brief response to a question.

1. USE ENCOURAGING SOUNDS: "uh huh" and "hmm" are effective ways of encouraging someone to continue without interrupting them.

2. REPEAT THE INTERVIEWEE'S FINAL WORDS: Echoing a subject's last word or phrase is a nonjudgmental manner of demonstrating you are listening to them.

3. PARAPHRASE A RESPONSE: Statements such as "I hear you saying ..." or "By that I understand you to mean..." forces you to put the person's ideas in your own words and ensures that you understand what they are saying and, equally important, that you care about what they are saying.

4. WORDLESS ENCOURAGEMENT: Most of us have our own way of silently encouraging others to talk. For some individuals eye contact is effective, although some people might interpret an accepting look as an intimidating stare. An alternative to eye-to-eye contact is for the interviewer to end eye-to-eye contact and to acquire a pensive look. Nodding one's head is a traditional means signalling encouragement in this culture. Use whatever technique becomes natural to you.

Questioning Skills

Obviously questions are as important as listening skills. The rules for answering questions are few but basic:

1. AVOID CLOSE ENDED QUESTIONS: Although a question that can be answered with a simple "yes" or "no" or a one word answer may provoke a lengthy response, the opposite is more likely to occur. Questions that begin "Do you ..." usually solicit one word responses. Questions that begin with words such as "Why" or "How" elicit more lengthy responses. Naturally there are times when you are going to want to know when something happened. In that case you should use a question that elicits a response knowing that your follow up question could be used to provide an explanation or analysis.

2. AVOID LEADING QUESTIONS: Lawyers often want a witness to respond a certain way. An oral historian is nonjudgmental because he or she doesn't want to influence a subject's response. "Don't you think that..."; "Don't you agree that..."; "Would you tell us why that was wrong ..." are all examples of leading the subject - which is how not to get the subject's insight into an event. Encouraging a subject to elaborate an opinion is quite different from asking a leading question.

3. USE NON-THREATENING PROBES: Frequently as subjects recount their life experiences they may make a casual allusion that needs elaboration. Linda Shopes (1980) has identified three phases that she has found are effective in drawing out a subject:

"Tell me more about..."
"Give me an example of..."
"Why do you think..."

4. EVALUATE DIGRESSIONS CAREFULLY: There are two approaches to the situation when the subject veers from your questions and interjects a new theme. If you find the digressions to be inappropriate, gently return to the topic at hand with statements such as these:

"I really was intrigued by your earlier remarks about..."
"May we return to your thoughts about..."

If you consider the digression appropriate, let the subject wander from your topic. A number of individuals who have allowed that to happen find that they learn more than they intended and appreciate the subject's initiative.

Appendix M

Sample from Molly's Pilgrim
Reader's Theatre

Molly's Pilgrim
by Barbara Cohen

Adapted for Reader's Theatre by John Ahern University of Toledo
To be used after reading earlier pages.
Characters: Narrator, Elizabeth, Miss Stickley, Molly, Emma

Narrator:

I was sure there was something wrong with what mama was saying. She was not the kind of Pilgrim Miss Stickley or the reading book had been talking about. But it was too late to make another doll now. All I could do was to take the only one I had to school with me.

Most of the dolls were out on the desk. I had carried mine in a little paper bag. I put it inside my desk without even taking it out of the bag. The bell hadn't rung yet. Elizabeth and Hilda were walking up and down the aisles, pointing to the dolls and whispering. When they came to my desk Elizabeth said:

Elizabeth (in a low voice):

Miss Stickley's going to be mad at you, Jolly Molly. She doesn't like people who don't do their homework.

Molly (muttered):

I did it.

Elizabeth:

Well, then, let's see it.

Narrator:

I shook my head.

Elizabeth (taunted):

You didn't do it. You didn't. You didn't.

Narrator:

I opened the desk and took out the paper bag. I closed the desk and set the bag on top. Slowly I pulled out the doll.

Elizabeth:

Oh, my goodness. How can anyone be as dumb as you Jolly Molly? That's not a Pilgrim. Miss Stickley is going to be really mad at you. Miss Stickley's going to get you this time.

Narrator:

My face felt as hot as fire. I looked down at my desktop. The bell rang. Elizabeth and Hilda rushed to their seats. I shoved the doll back into my desk. (See Raffle and Resources section on page 48 for citation.)

Appendix N-1

The Louisiana Purchase

Theme: **Conflict and Cooperation**
Human Interaction with the Environment

Topic: The Changing Relationship of the United States in the World

Lesson: **The Louisiana Purchase**

Goals: This lesson is designed to help students:

1. recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill;
2. appreciate the force of the nonrational, the irrational, the accidental in history and human affairs;
3. understand the relationship between geography and history as a matrix of time and place, and as context for events;
4. understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process;
5. distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.

Objectives: The students will be able to:

1. identify the Louisiana Territory;
2. explain why the Louisiana Territory was significant to the future development of the United States;
3. describe the roles of Toussaint L'Ouverture, Thomas Jefferson, and Napoleon Bonaparte in the transfer of the Louisiana Territory from France to the United States;
4. discuss the significance of unexpected events in the decision making process;
5. identify the factors involved in the transfer of the Louisiana Territory from France to the United States;
6. write their own account of the acquisition of the Louisiana Territory by the United States;
7. evaluate the account of the acquisition of the Louisiana Territory contained in their textbook;
8. explain why it is important to examine historical events from different perspectives.

Procedures:

1. Involve the students in the lesson by showing them a map of North America (circa 1800). Tell the students that Jefferson wrote that there is "one spot on the globe the possessor of which is our natural enemy...." Ask them to examine the map and give reasons for their selection of a particular area.

2. Give the students copies of the letter which Jefferson wrote to Robert Livingston, the American minister to France. Ask a student to read the letter to the class. List the reasons why Jefferson thought that the possessor of New Orleans was the natural enemy of the United States. Discuss why he feared France more than Spain. Call attention to the date of the letter. Use the document to distinguish between statements of fact and opinion. Note that the treaty between France and Spain had been kept secret. News of the transfer reached the U.S. in 1802.

3. Explain that the students will now work as historians to tell the story of how the United States obtained the Louisiana Territory.

4. Divide the students into groups of four. Give each of the students one of the readings. Have the students read silently and answer the questions called for on the worksheet. (To save time, this can be done as a homework assignment).

Appendix N-2

The Louisiana Purchase (cont.)

5. When all of the students have finished, have them "tell the story of the transfer of the Louisiana Territory from France to the United States." Each student will have a different perspective to share with the group.

6. Next have the students compare and contrast the stories which have been told.

7. Using the worksheet as a discussion guide, each group should prepare to tell the story of the Louisiana Purchase from its perspective.

> Groups can write the story, but more time will be needed. If this procedure is followed, have the students develop questions and then conduct further research. Written stories can be illustrated with maps, cartoons, or drawings.

8. Ask each group to tell its story to the class.

Evaluation:

Give each group transparencies and marking pens. Tell the students that they have been invited to serve on a national commission whose purpose it is to commemorate the 200th anniversary of the Louisiana Purchase. Ask each group why it is important to remember this event. What types of events would they plan for the commemoration? Would they erect a statue to Napoleon, Toussaint L'Ouverture, Jefferson? Some students may not want to observe the 200th anniversary. Tell them to write a letter explaining why they would not want to serve on the commission. Have each group report to the class.

Conclude the lesson by having the students discuss the importance of the individual and the significance of the accidental to the acquisition of the Louisiana Territory by the United States.

For homework, ask the students to read the account of the Louisiana Purchase contained in their textbook. Evaluate the account. From what perspective was the story told? Discuss.

Enrichment Activities:

Have the students consult biographies of Jefferson, Napoleon, L'Ouverture. Hold a panel discussion. Ask the participants to discuss the way their story was told by different historians. To develop historical empathy have the students role play the three men and have the class interview them. Include a representative of the Spanish government for a more interesting discussion of the event.

Sources:

Bailey, Thomas A. **A Diplomatic History of the American People**. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980 ed.
Padover, Saul K. **Jefferson**. New American Library. New York: Lothrop, Lee & Shepard Co., 1970.
For a discussion of the use of narrative history, see the chapter by Joseph P. Ribar in **Historical Literacy: The Case for History in American Education**, edited by Paul Gagnon and the Bradley Commission on History in Schools. New York: Macmillan Publishing Company, 1989.

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Appendix N-3

The Louisiana Purchase (cont.)

THE STORY OF THE LOUISIANA PURCHASE

A Haitian general named Toussaint L'Ouverture played a major role in the obtaining of the Louisiana Territory by the United States. Known as the "Bonaparte of the Antilles," L'Ouverture, a slave until he was 48 years old, led the Haitian soldiers against the French army. Fueled by the ideas of the French Revolution, the Haitians began their revolt in 1791. Under the leadership of L'Ouverture, the Haitians won their independence and established a constitutional government in 1801. That same year, Napoleon made plans to return the island to French control and to restore slavery. Haiti supplied one-half the cotton, coffee, and sugar needed by the continent of Europe. Once Haiti was under French control, Napoleon planned to use the Louisiana territory as the granary for his Caribbean Empire.

The United States government was not isolated from the events which were occurring in Haiti. Napoleon asked for American help in putting down the rebellion. Jefferson, a friend of France and a Republican, promised to aid him, but no action was ever taken. The representative of the United States government in Haiti feared that Toussaint L'Ouverture would invade the southern United States and lead a slave rebellion. L'Ouverture indicated that he had no interest in invading the United States, but was concerned about rebuilding his country. Military aid had been given to him by the Federalists when they were in power and trade was encouraged between the two countries.

Toussaint L'Ouverture was a gifted general. Thought to be the grandson of an African chief, he spoke French and Arada. At one time, he commanded an army of 50,000 men which was larger than the continental army commanded by George Washington. Toussaint expected retaliation by the French, but he did not expect the large number of troops sent. He led his solders into battle with the statement: "The whole of France has come to our island to avenge herself and make us slaves again. Let us at least prove worthy of Liberty." Through his efforts, the Haitian army prevented the French from returning to power. L'Ouverture was taken prisoner during negotiations with the French. Even though L'Ouverture died in a cold European prison, his followers fought until Napoleon exclaimed, "damn sugar, damn coffee, damn colonies." Withdrawing from Haiti, Napoleon no longer needed Louisiana.

THE STORY OF THE LOUISIANA PURCHASE

A series of unforeseen events led to the purchase of the Louisiana territory by the United States. Napoleon planned to use the Louisiana Territory as a granary for his Caribbean Empire. Haiti was once a prize French colony where over one-half million slaves from Africa produced one-half the coffee, sugar, and cotton for the European continent. In 1791, the Haitians revolted against the French, but France never lost interest in Haiti. In 1801, Napoleon decided to regain control of Haiti and to restore slavery to the island. A victory in the Caribbean would compensate for military losses in Europe and restore French prestige.

The fate of the French army was affected by geography, disease, and the will power of the Haitians. Napoleon placed his brother-in-law, General Leclerc, in command of the first contingent of 20,000 troops. The troops were unaccustomed to the tropical climate. The French general did not expect the Haitians to be such fierce fighters. Fueled by the desire to remain free, 5000 Haitians fought against the powerful French army. Rather than remain prisoners, 173 strangled themselves after a battle. Then thousands of Napoleon's soldiers lost their lives in a yellow fever epidemic. In one month in 1802, 4000 soldiers died of yellow fever. Leclerc estimated that he needed 12,000 acclimated troops and predicted that retaking the island would cost 70,000 French lives and would destroy the economy of the island.

Napoleon encountered more trouble when he ordered the French army to occupy the Louisiana Territory. Under the command of General Victor, the army was to join the Native Americans and cause unrest in the area, but the fleet was ice bound in Holland during the months of January and February of 1803. Its departure was further delayed by storms. News reached Napoleon that General Leclerc died in the yellow fever epidemic. Since the French had already lost 50,000 soldiers in trying to colonize Haiti, Napoleon decided to withdraw from the island. The Louisiana Territory was no longer needed by him. In order to prevent the British from taking New Orleans, Napoleon decided to commit what he called "Louisianacide." His brother Lucien approached Napoleon in his bath and tried to persuade him not to sell, but was splashed by the frustrated Napoleon who ordered his Minister to sell the Louisiana territory to the United States.

Appendix N-4

The Louisiana Purchase (cont.)

THE STORY OF THE LOUISIANA PURCHASE

The sale of the Louisiana territory to the United states was a clever act on the part of Napoleon. France held the Louisiana territory until the end of the Seven Years War when it was transferred to Spain. The Spanish used it as a buffer against American expansion, but the defense of the territory was a constant drain on the treasury. The French longed to restore the Louisiana Territory to the empire to compensate for the loss of Canada. When Napoleon proposed to trade the Louisiana Territory for the Northern Italian Kingdom of Tuscany, Charles IV of Spain agreed. The Treaty of San Ildefonso (October 1, 1800) was kept secret for two years. During that time, Napoleon made no effort to transfer Tuscany to Spain. To quell Spanish fears, the French minister to Spain signed a pledge that France would never sell Louisiana to a third party. On October 15, 1802, Charles IV finally agreed to transfer the Louisiana Territory to France.

Napoleon realized that his prestige was falling on the continent and that he needed military victories to erase the memory of the loss of Haiti. The Peace of Amiens (1801) brought about a temporary truce with the British and permitted Napoleon to try to regain Haiti. Since his generals lost, Napoleon no longer needed Louisiana. Convinced that the British would take New Orleans if the two countries did go to war, Napoleon instructed Talleyrand to sell all of the Louisiana Territory to the United States. Even though the Americans were only interested in purchasing New Orleans and western Florida, Napoleon recognized the difficulty of selling the Louisiana territory without New Orleans. It was to be an "all or nothing" deal.

Napoleon succeeded in selling land for which he had no use and which would probably fall into British hands to the Americans who came to buy a city and who would be involved in land disputes with the Spanish for years to come. When Livingston asked about the boundary of the territory, Talleyrand replied that "he did not know" and instructed the Americans to "make the most of it." Talleyrand noted that if there had been no legal claim by Spain, he would have had to invent one. Napoleon observed that the Americans had paid "Sixty millions of francs for an occupation which would not perhaps last a day!" More importantly, Napoleon had the money he needed for his war efforts in Europe. He planned to take back the Louisiana Territory at a future date.

THE STORY OF THE LOUISIANA PURCHASE

Thomas Jefferson, the political realist, took advantage of a changing world situation and purchased the Louisiana territory in order to insure the future of the republic. Late in 1802 his supporters in the west were angered because Spain violated the Pinckney Treaty (1795) and withdrew the right of deposit in New Orleans. Each year, western farmers left over one million dollars in produce in New Orleans before shipping it to the eastern U.S. or to Europe. Once word reached the United States that Spain had transferred the Louisiana Territory to France, many westerners suspected that Napoleon had revoked the right of deposit. Jefferson's political enemies, the Federalists, called for war with France, but even western Republicans knew that the United States was not prepared. Congress gave Jefferson permission to ask the state governors to call up 80,000 militia men. Jefferson used the cries for war to get the Spanish diplomats to restore the right of deposit.

Jefferson wrote to Robert Livingston, his minister to France, that there is "one spot on the globe the possessor of which is our natural enemy...New Orleans." Jefferson who distrusted diplomats turned to diplomacy to deal with the problem. He used a secret appropriation of $2 million to enter negotiations for New Orleans and West Florida. He appointed James Monroe, a Republican, as Envoy Extraordinary to join Livingston. If France would not accept $10 million for New Orleans and West Florida, then Monroe and Livingston were to offer $7.5 million for New Orleans. If that failed, they were to get perpetual guarantees for the right of deposit. If that failed, they were to negotiate an Anglo-American alliance.

The day before Monroe arrived in France, Talleyrand, Napoleon's minister, asked Livingston what the United States would give for all of the Louisiana Territory. For one week, both Monroe and Livingston negotiated with the French representatives to arrive at a figure suitable to both sides for the "all or nothing purchase." The Americans agreed to pay $15 million for all of Louisiana, whose boundary was uncertain. Livingston and Monroe urged Jefferson to act quickly to have the treaty ratified before Napoleon changed his mind. Jefferson, the strict constructionist, was not certain whether the Constitution permitted the acquisition of territory in this way, but he supported the ratification of the treaty which the Senate approved by a vote of 24 to 7. On behalf of future generations, Jefferson succeeded in purchasing 828,000 square miles of territory for 3 cents an acre.

Appendix N-5

The Louisiana Purchase (cont.)

Tell the story of the acquisition of the Louisiana Territory by the United States.

Characters:
  Protagonists
  Antagonists

Setting
  Location
  Time
  Political Setting
  Economic Setting
  Social Setting

Plot/Action
  Problem(s)
  Action
  Reaction
  Results

Questions For Further Research

To Robert R. Livingston
Washington, Apr. 18, 1802

... The cession of Louisiana and the Floridas by Spain to France works most sorely on the U.S. ....

Of all nations of any consideration France is the one which hitherto has offered the fewest points on which we could have any conflict of right and the most points of a communion of interests. From these causes, we have ever looked to her as our natural friend as one with which we never could have an occasion of difference. Her growth, therefore, we viewed as our own, her misfortunes, ours. There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three -eighths of our territory must pass to market, and from its fertility it will ere long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance. Spain might have retained it quietly for years. Her pacific dispositions, her feeble state, would induce her to increase our facilities there, so that her possession of the place would be hardly felt by us, and it would not perhaps be very long before some circumstance might arise which might make the cession of it to us the price of something of more worth to her. Not so can it ever be in the hands of France. The impetuosity of her temper, the energy and restlessness of her character, placed in a point of eternal friction with us, and our character, which though quiet, and loving peace and the pursuit of wealth, is high minded, despising wealth in competition with insult or injury, enterprising and energetic as any nation on earth, these circumstances render it impossible that France and the U.S. can continue long friends when they meet in so irritable a position....

(Letter from Thomas Jefferson)

Appendix O

Guide for Analyzing Artifacts

1. **What might this artifact be?**
   a. Is there a name on it?
   b. Are there any instructions for its use?
   c. Does it have an indoor or outdoor use?
   d. Is it for heavy or light duty?
   e. Are there any moving parts?
   f. What happens when they are moved?

2. **How old is the artifact?**
   a. Is there a date on it?
   b. Can you tell the age by looking at the artifact?
   c. Did it do something that was useful only during a certain historic period?

3. **What is the artifact made of?**
   a. Are the component parts of the artifact rare or unusual, or are they made from commonplace materials?
   b. Do the materials used to make this artifact present any special problems to the manufacturer?

4. **Was the artifact manufactured with a machine or was it hand made?**
   a. Would special skills have been required to make it?
   b. Did the person who made it have a good plan or just a rough idea?
   c. Is the artifact aesthetically pleasing in overall design in its details?

5. **Are there any distinguishing marks on the artifact?**
   a. Are there any labels?
   b. Is there a signature?
   c. Is there a patent number?
   d. Are there any marks made through use?
   e. Are there any marks made on purpose (for example, gradations for measuring)?

6. **Where was the artifact made?**
   a. Is the place of manufacture identified on the artifact?
   b. Is there a trade mark on the artifact?
   c. Can you contact the manufacturer?
   d. Is this type of artifact produced mainly in one locality or region?

7. **Does the artifact tell us anything about the people who might have used it?**
   a. What might their socio-economic status have been?
   b. What might the artifact reveal about their culture or occupation?
   c. Would a man or woman, or an adult or child, use this object?

8. **What is the value of this artifact?**
   a. Consider the material it is made from and the quality of the construction.
   b. Was it made to last for an extended period of time or was it disposable?
   c. Was it a luxury item or a necessity?
   d. Was it ornamental or functional?
   e. Is this artifact more valuable because it is associated with famous people, places, or events?
   f. How much would you be willing to pay for this item today, in its present condition?

9. **Is there an object comparable to this artifact available today?**
   a. If this artifact is no longer in use, what has replaced it?
   b. Why might the artifact have fallen out of use?
   c. How is today's item similar?
   d. How is it different?

Lawrence W. McBride
Illinois State University (1994)

From **People Space and Time: The Chicago Neighborhood History Project**, by Gerald A. Danzer and Lawrence W. McBride. For more materials and information like this, contact:: Chicago Metro History Education Center, 60 West Walton, Chicago, Illinois 60610 ph: 312-943-9090

LOOKING AT PHOTOGRAPHS

QUESTIONS TO ASK

A. IDENTIFYING THE PHOTOGRAPH

1. Who took the photograph?
2. Does the photograph have a title? Is anything written on the front or back?
3. How did you find the photograph? Where is the original located?
4. What is happening in the picture?
5. Suggest a title and an explanatory caption for the photograph.

B. PUTTING THE PHOTOGRAPH IN CONTEXT

1. Why do you think the photograph was taken? Who was the intended audience?
2. Does the photograph illustrate a general theme, a historical period or a particular event?
3. Is the photographer interested in using artistic expression to make a point about the subject?

C. DISSECTING THE PHOTOGRAPH

1. Divide the photograph into several parts and make a list of the objects pictured. How do the parts of the photograph help to explain the photographer's purpose?
2. What details in the photograph yield the most information?
3. Can the objects in the photograph be classified or organized into categories?

D. EVALUATING THE PHOTOGRAPH

1. How is the photograph useful in making inferences, deductions or generalizations about its subject?
2. What questions are prompted by the photograph?
3. Can you develop a more general hypothesis on the basis of this photograph?

a few hints. . .

A. Try not to draw final conclusions based on the analysis of only one photograph. Sometimes a photograph may only serve to reinforce a stereotype.

B. These "Questions to Ask" can also be applied to the analysis of posters, political cartoons, paintings, illustrations, and other pictorial sources.

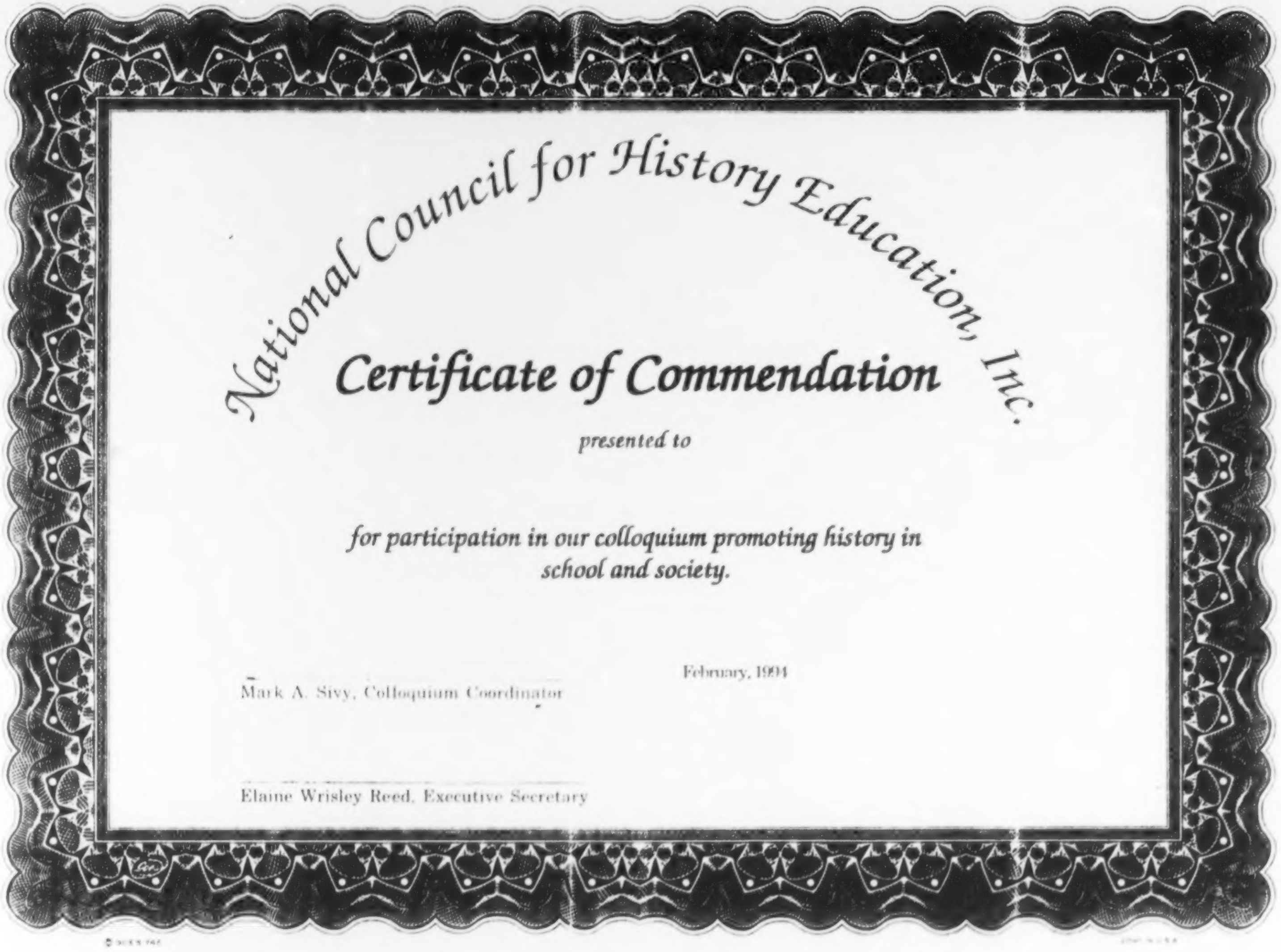
C. The *People, Space,* and *Time,* approach provides a quick way to sum up a photograph:

People: Who is in the picture?

Space: Where was the photograph taken?

Time: Can you date the picture, or place it into a general period or sequence of events?

Appendix 9
Sample Certificate



National Council for History Education, Inc.

Certificate of Commendation

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Mark A. Sivy, Colloquium Coordinator

February, 1994

Elaine Wrisley Reed, Executive Secretary

Appendix R-1

First Person Character Development

Mike Follin
Interpretive Specialist
Columbus, Ohio

Jan Kehr
Interpretive Specialist
Greenville, Indiana

1st Person Character Development Exercise

Name ______________________ Trade ______________________

Born ______________________ Where ______________________

Spouse ______________________ Born ______________________

Date of Marriage ______________________ Where ______________________

Early Life

Father's Name ________________ Born ________________ at ________________

Mother's Name ________________ Born ________________ at ________________

Parents' History:

Character's Children

Name ____________ birth ____________ at ____________ death ____________

Name ____________ birth ____________ at ____________ death ____________

Name ____________ birth ____________ at ____________ death ____________

Name ____________ birth ____________ at ____________ death ____________

Social and Economic Status:

Leisure Activities:

Reading Habits:

Appendix R-2

First Person Character Development (cont.)

Mike Follin
Interpretive Specialist
Columbus, Ohio

Jan Kehr
Interpretive Specialist
Greenville, Indiana

Character Development page 2

Individual Character Mindset

1. What is the purpose/rationale for the portrayal of this character?
   (What historical insight/perspective is provided by this character's presence?)

2. Visually, how is this character perceived as different or similar from other characters?

3. Verbally, how is this character perceived as different or similar from other characters?

4. List 5 phrases/words that this character would use in interpretive conversation.

5. List 5 adjectives that "fellow travelers" (other interpretive characters) would use to describe this character.

6. List 5 adjectives that this character would use to describe himself or herself.

7. Why is this character traveling?

8. Where and how (mode of transportation) is this character traveling?

9. Name one historical fact this character provides to the total interpretive picture.

10. Name one historical memory (true fact) that is in this character's personal memory bank.

11. Name one historical fact/memory that this character heard from his or her parents.

Religion: Is this character religious? Churched? Both?
To what degree? Which persuasion?

Education: Is this character educated? Schooled? Both?
Literate? To what degree?
Specific schools attended? Subjects studied?

Politics: Is this character political? To what degree?
Political opinions and persuasions?

Reform inferences, if any?

Appendix R-3

Book Character Interview

Carla Green
Nancy Taylor
St. Michael School
Worthington, Ohio

Book Character Interview

Book Title: ______________________________

Author: ______________________________

Character Interviewed: ______________________________

Student's Name: ______________________________

Interviewer's Name: ______________________________

1. When were you born?

2. Could you share with us something about when you were growing up?

3. What kind of training or schooling did you have?

4. What is the most important thing you accomplished in your life?

5. Why was this important to you and other people?

6. Can you tell us a little about your family? or friends?

7. Do you think ______________________________ is a good book about you?

8. What was the most difficult problem you faced in the book?

9. Is there anything the book did not mention about you that you could share? (Students should research information about their character from other sources also.)

Appendix S-1

Why Study History?

WHY STUDY HISTORY?

Ed Berenson
Professor of History, UCLA
Principal Investigator
California History-Social Science Project

I. Why Study History?

II. Framework

The message of this lesson is appropriate for all grade levels, K-12: its activities and materials are designed for classroom teachers. The content draws on both United States and world history, and it address such Framework strands of historical literacy and historical empathy as well as critical thinking.

III. Rationale

History is embedded in our everyday lives, though many of us fail to perceive its presence. Overtly, our society depicts history as something that is dead and gone. Covertly and often unconsciously, however, history is invoked almost everywhere we turn. During the recent electoral campaign, for example, it was virtually impossible to read about the candidates, their strategy, ideas and promises without encountering references to the previous elections -- references, that is, to historical events. Bill Clinton is said to have begun his barnstorming immediately after the Democratic convention because Dukakis's failure to do so is widely believed to have contributed to his defeat. The political commentator Kevin Phillips argued throughout the year that the Democrats were likely to win in 1992 for the same reasons that the Republicans did in 1968: the party in power has run out of steam, its ideology has lost its force.

When it comes to foreign affairs, history's cry is just as loud. After Saddam Hussein invaded Kuwait, the media and the politicians were united in proclaiming that the "lessons of history" dictated that we had to intervene against the Iraqi ruler. We had to avoid appeasing Hussein to keep from making the deadly mistakes of those who appeased Adolf Hitler.

This presentation is designed to encourage participants to see the extent to which references to history shape the thought and discourse of our public life. Participants will see that these historical references are really historical interpretations and that we perceive the present in part through the filter of those interpretations. In this lesson, we will consider how the "lessons of history" are presented and attempt to make explicit the interpretations they embody. One of the lesson's goals is to help teachers make conscious their own reasons for studying and teaching history and to suggest strategies and ideas for kindling their students' interest and enthusiasm for the subject. Much of the lesson involves analyzing accounts of current events for their historical content and for the ways in which they use historical analogies.

IV. Primary Sources

The **Los Angeles Times**
The **New York Times**
Time Magazine
Harry S. Truman, **Memoirs** (Garden City, NY, 1955) Anthony Eden, **Full Circle** (Boston, 1960)
State Department Bulletin, 7 June 1965

V. Historical Context

The context for this lesson comprises two aspects of current political life: The Gulf War and its aftermath and the 1992 presidential election.

The secondary sources consulted include:

Paul Gagnon, "Why Study History," **Atlantic Monthly**, November 1988 and Glen D. Paige, **The Korean Decision** (New York, 1968)

VI. Activities

1. Participants divide into seven groups of five. Each group briefly discusses one of the seven quotations or aphorisms presented under Activity I. A spokesperson for each group then reads its quote aloud to all the participants and summarizes the group's sense of what it means.

Appendix S-2

Why Study History?

2. Participants remain divided into seven groups, each taking a historian's quote listed under Activity II. Each group member takes a number, and then, as a group, they discuss the quote's meaning. Participants then do a jigsaw in which they regroup according to number, with each member of the new group explaining to the other members the quote he or she originally considered.

3. Presenter then segues to the Gulf War (Activity III) and the historical analogies that were used to give it meaning. What analogies are used? How valid are they? Why is it crucially important to be able to evaluate the appropriateness of these analogies? Participants come together as one large group and consider highlighted passages from the Los Angeles Times articles included in the packet.

4. Participants then turn to the quotations from President Truman and other high-level policy-makers of the recent past (Activity IV). We read each quote aloud and discuss the historical analogies each uses. Presenter asks participants to compare the analogies used in the Gulf War with the historical analogies political figures have used to justify wars of the past.

5. Concluding Activity V, time-permitting, has the participants turn to Paul Gagnon's twelve reasons for studying history. Each group takes ten minutes to develop examples of how Gagnon's maxims might be demonstrated in the classroom. What kinds of activities, assignments, readings, simulations, readers' theater, and other work would enable students to see and feel the importance of history for themselves?

VII. Assessment

To check comprehension of the lesson's ideas, the teacher gives students articles describing the 1992 presidential campaign. Students are asked to identify the historical analogies or references employed and explain their purpose. The assessment concludes with an evaluation of the appropriateness of the analogies and references used.

VIII. Appendix

Quotations and primary sources for the lesson's six activities.

Activity I

Don Johnson:
BAM! BAM! BAM! "You're History, pal!"

Langston Hughes:
The past has been a mint Of blood and sorrow.
That must not be True of tomorrow.

Folk saying:
"Historians cannot predict the future; they have a hard enough time predicting the past."

Stephan Vaughn:
"Those who do not remember the past are forever in jeopardy of suffering at the hands of those who say they do."

Mark Twain:
"History never repeats itself; at best it sometimes rhymes."

Folk saying:
"The past is not dead; it's not even past."

Henry Ford:
"History is more or less bunk." (He also said, "The farther you look back, the farther you can see ahead.")

Activity II

1. Henry Steele Commager:

"History is the memory of man, and it is therefore the way by which man knows himself. A people without history is like a man without memory: each generation would have to learn everything anew--make the same discoveries, invent the same tools and techniques, wrestle with the same problems, commit the same errors."

"We can be sure that students will experience enormous changes over their lifetimes. History is the discipline that can best help them to understand and deal with change, and at the same time to identify the deep continuities that link past and present."

Appendix S-3

Why Study History?

2. Robin Collingwood:

"Knowing yourself means knowing what you can do, and since nobody knows what he can do until he tries, the only clue to what man can do is what man has done . The value of history, then, is that it teaches us what man has done and thus what man is."

3. Rod Farmer:

"There are no absolute laws or lessons from history. The discipline of history does not itself possess ready-made lessons of history; it is people who create the lessons. The lessons of history are always based on interpretations, human-made opinions, of historical facts. The student will realize that when someone says "history proves," the speaker is merely giving the speaker's own interpretation."

"Human beings do not make intelligent decisions through instinct but by reasoning based on experience; this experience, this history, is the ground from which sound generalizations grow."

4. Robert E. Lee:

"The march of Providence is so slow and our desires so impatient; the work of progress is so immense and our means of aiding it so feeble; the life of humanity is so long, that of the individual so brief, that we often see only the ebb of the advancing ways, and are thus discouraged. It is history that teaches us to hope."

5. Richard F. Snow:

"The counsels of the present are so strident, and those of the past so quiet, that it is easy to forget the latter's powerful ability to offer solace. Whatever it is we are facing now, the record tells us that Americans have managed to get through far worse before. . . . The terrible urgency of the present raises frightening specters; more often than not, history dispels them."

6. Thomas Jefferson:

"History, by apprizing [students] of the past, will enable them to judge of the future; it will avail them of the experience of other times and nations; it will qualify them as judges of the actions and designs of men."

7. Karl Marx

"Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past. The tradition of all the dead generations weighs like a nightmare on the brain of the living."

Activity III

Use the following articles (or ones with similar historical references and analogies):

The **Los Angeles Times**, August 4, 1990, *Sudden Invasion of Kuwait was Blitzkrieg, Showing That Force...* by Douglas Jehl
The **Los Angeles Times** August 7, 1990, *Iraq Shock: Only response is to Repel, Punish Aggression* editorial
The **Los Angeles Times**, August 9, 1990, *Bush Aims Low-Key Speech Abroad* by Thomas B. Rosenstiel
The **Los Angeles Times Magazine**, November 18, 1990, *Inside Hussein's Iraq* by Mark Fineman

Activity IV

1. Harry Truman reminiscing about his decision to send U.S. troops to Korea after the North's invasion of the South:

"I had time to think aboard the plane. In my generation, this was not the first occasion when the strong had attacked the weak. I recalled some earlier instances: Manchuria, Ethiopia, Austria. I remembered how each time that the democracies failed to act it had encouraged the aggressors to keep going ahead. Communism was acting in Korea just as Hitler, Mussolini, and the Japanese had acted ten, fifteen, and twenty years earlier . . . If this was allowed to go unchallenged it would mean a third world war, just as similar incidents had brought on a second world war."

[From Harry S. Truman, **Memoirs**, vol. II (Garden City, NY, 1955-560], pp. 332-333.

Appendix S-4

Why Study History?

In a 1957 interview, Truman reaffirmed the "belief that the 'lessons of history' offered clear guides to 'right principles' of action." He added that he had "weighed the North Korean invasion in the balance of past experience."

[Quoted in Glenn D. Paige, **The Korean Decision** (New York, 1968), p. 114]

2. Anthony Eden, English Prime Minister in 1956, explaining his attempts to prevent Egypt from seizing the Suez Canal:

"Success in a number of adventures involving the breaking of agreements in Abyssinia, in the Rhineland, in Austria, in Czechoslovakia, in Albania had persuaded Hitler and Mussolini that the democracies had not the will to resist, that they could now march with the certitude of success from signpost to signpost along the road which led to world dominion . . . As my colleagues and I surveyed the scene in these autumn months of 1956, we were determined that the like should not come again."

[From Anthony Eden, **Full Circle** (Boston, 1960), p. 578]

3. George Ball, one of Lyndon Johnson's top advisors explaining the American government's decision to intervene militarily in Vietnam:

"We have . . . come to realize from the experience of the past years that aggression must be dealt with wherever it occurs and no matter which mask it may wear . . . In the 1930s Manchuria seemed a long way away . . . Ethiopia seemed a long way away. The rearmament of the Rhineland was regarded as regrettable but not worth a shooting war. Yet after that came Austria, and after Austria, Czechoslovakia. Then Poland. Then the Second World War."

"The central issue we face in South Viet-Nam . . . is whether a small state on the periphery of Communist power should be permitted to maintain its freedom. And that is an issue of vital importance to small states everywhere."

[From: **State Department Bulletin**, June 7, 1965), p. 922]

Activity V

The **New York Times,** June 18, 1991, *South Africa Scraps Law Defining People by Race* by Christopher S. Wren

Activity VI

Give examples of how studying history can (or perhaps cannot) accomplish these goals:

1. Studying history helps students to develop a sense of "shared humanity;"
   Studying history helps students to understand themselves and "otherness" by learning how they resemble and how they differ from other people, over time and space;

2. Studying history helps students to question stereotypes of others, and of themselves;
   Studying history helps students to discern the difference between fact and conjecture;

3. Studying history helps students to grasp the complexity of historical cause ;
   Studying history helps students to distrust the simple answer and the dismissive explanation;

4. Studying history helps students to respect particularity and avoid false analogy;
   Studying history helps students to recognize the abuse of historical "lessons," and to weigh the possible consequences of such abuse;

5. Studying history helps students to consider that ignorance of the past may make us prisoners of it;
   Studying history helps students to realize that not all problems have solutions;

6. Studying history helps students to be prepared for the irrational, the accidental, in human affairs;
   Studying history helps students to grasp the power of ideas and character in history.

(From Paul Gagnon, "Why Study History? The **Atlantic Monthly**, November 1988. See also the Bradley Commission on History in the Schools, **Building a History Curriculum: Guidelines for Teaching History in Schools**, 1988.)

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Appendix T-1

Moving to Ohio

Topic: Era of Expansion
Lesson: Moving to Ohio

Theme: Human Interaction with the Environment

Habits of Mind:

1. to perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness
2. to understand the relationship between geography and history as a matrix of time and place, and as context for events
3. to read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

Process Standards:

Comprehension

Interpretation and Analysis

Objectives: Students will be able to:

1. describe settlements along the Ohio River in the 1840s
2. discuss the advantages and disadvantages of living in settlements along the Ohio River
3. evaluate **The Western Pilot** as a source of information for settlers during the era of expansion

Materials: Excerpts from **The Western Pilot**

Activities:

Involve students in the lesson by telling them that it is 1849 and they are planning to move to a settlement along the Ohio River.

Divide students into small groups. The lesson can be organized in three ways:

1. Give students the Bio Cards describing the settlers and have each person in the group represent one of the settlers.
2. Assign each group one Bio Card (see sample below for Thaddeus Hancock) and have the members of the group make recommendations to that particular settler.
3. Have students work as individuals developing their own backgrounds and choosing their own settlement.

Have students brainstorm a list of questions they would like to have answered before they leave their present community. What would they want to know about the settlements along the Ohio River and how would they find out?

Appendix T-2

Moving to Ohio

Explain that Samuel Cummings wrote a book published in 1848 called **The Western Pilot.** His book provided a guide for navigators of flatboats as well as descriptions of settlements along the Ohio River.

Give students a map of the United States (circa 1848) and have each group plot a course to Ohio. Students should explain how they would travel and choose the best possible route for their journey. When they meet at the Ohio River ask them to share their stories about their travels to Ohio.

Show students a drawing of a flatboat. Discuss its dimensions. Use primary sources to learn what settlers took with them when they made the trip. After reading a passage from the journal of F. A. Michaux concerning the dangers involved in flatboat travel, ask the students to explain why settlers would use **The Western Pilot.**

Read the descriptions of the settlements included in **The Western Pilot** (see sample on Marietta). Because of its length, leave out Cincinnati on the first reading. Have students locate each settlement on the map.

Give each group time to discuss the settlements and to select the one where they want to settle. Then read about Cincinnati and give students an opportunity to change their minds.

Evaluation: Students can prepare posters highlighting the benefits of their new communities. Place the posters around the room and discuss the advantages and disadvantages of each settlement.

Other activities:

After students have been involved in reading **The Western Pilot**, give them map number five from the document and have them follow the route recommended in the source. (Comprehension)

Give students time lines of the United States. Ask them to think about events which were occurring in the era of reform and expansion which affected the settlement of Ohio. (Chronology)

Have students examine other primary sources. What questions should be asked about **The Western Pilot**, the maps of Ohio (circa 1840), the diary of a settler, a newspaper published in Marietta, Ohio in the 1840s. (Interpretation and Analysis)

Students can use a data retrieval sheet to compare and contrast the settlements along the Ohio River. (Interpretation and Analysis)

Students should forecast the future of their settlement and discuss the effects of settlement on Native Americans. (Issues Analysis and Historical Decision Making)

Appendix T-3

Moving to Ohio

To conclude the unit, students are asked to conduct research on what the settlements along the river are like today. (Research)

Sample Bio Card:

Thaddeus Hancock is an abolitionist from Boston, Massachusetts. He and his spouse Claudia Bowman Hancock have worked to prevent the spread of slavery in the United States. Both have met Frederick Douglass and William Lloyd Garrison. They hope to enlist others in the fight against slavery. Thaddeus Hancock was opposed to the Mexican War because he thought it was a way to spread slavery into the territories of the United States. They have two small children.

Sample City Card from The Western Pilot:

Marietta

Is situated just above the mouth of the Muskingham River. It contains about 500 houses, and, the whole corporation about 2500 inhabitants. It has two churches, an academy, two printing offices, a court house, a bank, and about twenty stores. It was one of the first settled towns in the state of Ohio, by emigrants principally from New England. It was laid out by the Ohio Company. Among the founders of this settlement was General Putnam, who was one of the most distinguished citizens of Ohio. Marietta was formerly considered the most important and flourishing town in the state. But it has not increased so fast as some other times, owing, among other causes, to the inundations of the river, which sometimes overflows the town, filling the first story of buildings with water, and sweeping away horses, cattle, &c.... The soil is exceedingly fertile about the town; but the country in the interior is broken and hilly. Within the limits of the town are the remains of an extensive Indian fortification. The inhabitants are noted for their sobriety, industry, and civil deportment; and much attention is paid to education.

From Marietta the channel is almost directly towards the left shore, at low water between the bar, at the foot of Duval's Island, and Muskingham bars on the right; keep to the right, round the latter, to avoid a small bar on the left.

Sources: Nancy Taylor, St. Michael School, Worthington, Ohio
Betty B. Franks, Maple Heights High School, Ohio
The Western Pilot, by Samuel Cummings, 1848

Appendix U

Sample Bibliographies

A Sampler of Literature Organized by "History's Habits of Mind"

Prepared by Rod Atkinson

Understand the significance of the past to their own lives, both private and public, and to their society.

Fisher, Leonard Everett. *Gutenberg*. Macmillan, 1993.

Gray, Libby Moore. *Dear Willie Rudd*. Simon and Schuster, 1993.

Jager, Ronald. *Eighty Acres: Elegy for a Family Farm*. Beacon Press, 1990.

Pomerantz, Charlotte. *The Chalk Doll*. Lippincott, 1989.

Precek, Katherine Wilson. *Penny in the Road*. Macmillan, 1989.

Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.

Defoe, Daniel. *Robinson Crusoe*. Scribner's reprint or other edition.

Geras, Adele. *Voyage*. Atheneum, 1983.

Greenfield, Eloise and Lessie Jones Little. *Childtimes*. Crowell, 1979.

McGraw, Eloise Jarvis. *Mara, Daughter of the Nile*. Penguin, 1985. See also *The Golden Goblet* (Penguin, 1986).

Meltzer, Milton. *Voices from the Civil War*. Crowell, 1989. See also *A History of Black Americans in Their Own Words*, etc....

Turner, Ann. *Time of the Bison*. Macmillan, 1987, or Justin Denzel's *Boy of the Painted Cave*. (Philomel, 1988).

New and Classic Literature for Teaching History in The Middle Grades

John Ahern

1. Wood, A.J. Illustrated by Hemesh Alles. **Errata**. Green Tiger, 1992. ISBN 0-671-77569-3. 10 up. 930 This is a "why didn't I think of this" book. Students who love "Where's Waldo" will enjoy this work. Twelve detailed, realistic drawings of historical activities from "Farming on the Banks of the Nile in ancient Egypt" to "The Inca army returns to the valley Cuzco, high in the Peruvian Andes." The reader is to find 10 errors on the illustrations. The errors range from obvious to subtle. The answer page identifies not only the error but also provides information about the situation. A book middle students will "read."

2. Blocksma, Mary. Illustrated by Susan Dennen. **Ticket to the Twenties**. Little Brown, 1993. ISBN 0-316-09974-0 10 up, $15.95. Very well done work to acquaint young people with life in the 1920's. The author selects information of interest to children and employs a format that reflects the attention span of the young. Highly recommended.

3. Tanaka, Shelley. **Disaster of the Hindenburg**. Scholastic, 1993. ISBN 0-590-45750-0. 10 up 363.12 Glossary. Bibliography. Appealing language utilizing fictionalized history as well as survivor accounts and carefully selected technical information make this a very useful tool in motivating the study of history. Formatting of historical photographs and the colorful, detailed illustrations is particularly commendable.

Appendix V
History Colloquium Checklist

PRE-PLANNING 6 MONTHS FROM COLLOQUIUM

- ☐ seek administrative support
- ☐ arrange financial support
- ☐ select dates of colloquium
- ☐ preliminary site selection
- ☐ preliminary team leader selection
- ☐ send out backgrounders

COLLOQUIUM SITE ARRANGEMENTS 5 MONTHS BEFORE COLLOQUIUM

- ☐ reserve meeting space, breakout space
- ☐ arrange set up time one day prior
- ☐ make audio-visual arrangements: vcr, tv, camera, overhead, cassette, film projector, computers, extension cords, 3 prong adaptors, copy machine available
- ☐ refreshment arrangements

SCHEDULE THE PLANNING MEETING 4 MONTHS BEFORE COLLOQUIUM

- ☐ arrange site of planning meeting
- ☐ make travel arrangements for leaders, send maps
- ☐ make lodging and food arrangements for leaders
- ☐ copy backgrounders and send to leaders prior to meeting
- ☐ plan an agenda for planning meeting, send to leaders

PLANNING MEETING 6 WEEKS BEFORE COLLOQUIUM

- ☐ oversee arrival of leaders
- ☐ tour colloquium site
- ☐ prepare agenda for colloquium
- ☐ decide resource materials to purchase

PRE COLLOQUIUM MAILING 2 WEEKS BEFORE COLLOQUIUM

- ☐ prepare personalized letter
- ☐ include directions, parking arrangements, lunch arrangements
- ☐ send any precolloquium reading materials
- ☐ invite administrators

COLLOQUIUM MATERIALS ONE WEEK BEFORE COLLOQUIUM

- ☐ nametags (blanks for late arrivals and misspelled names)
- ☐ folders for handouts
- ☐ evaluation sheets
- ☐ copies of agenda
- ☐ double check arrival of resource and raffle materials
- ☐ extra magic markers, pens, overhead markers, transparencies
- ☐ sign in sheet

SET UP AT SITE ONE DAY BEFORE COLLOQUIUM

- ☐ set up all tables, chairs
- ☐ unpack materials, handouts
- ☐ double check that all av equipment is present and working
- ☐ oversee arrival of leaders, hotel check in
- ☐ double check refreshment arrangements
- ☐ double check lunch arrangements

DURING COLLOQUIUM

- ☐ arrive early to greet leaders and participants
- ☐ place signs on entrance doors indicating room location
- ☐ oversee your three day agenda
- ☐ help leaders as necessary
- ☐ collect completed evaluation forms

FOLLOWUP AFTER COLLOQUIUM

- ☐ send thank you notes to administrators, leaders, any others
- ☐ oversee all payments of honoraria to leaders, travel reimbursement, lodging reimbursement, lunch and refreshment reimbursement
- ☐ send copies of participant evaluation sheets to each leader
- ☐ send copies of leaders' logs to each other

•CURRICULUM COORDINATORS•HISTORY TEACHERS•DEPARTMENT CHAIRS•

SUPERINTENDENTS•SOCIAL STUDIES SPECIALISTS•INSERVICE EDUCATION DIRECTORS•PARENTS

SUPERINTENDENTS•SOCIAL STUDIES SPECIALISTS•INSERVICE EDUCATION DIRECTORS•PARENTS

Who Should Read This Manual?

Between 1991 and 1994 the National Council for History Education developed and conducted a new program for professional development of history teachers. The program, called **The History Colloquium**, engaged history teachers from Maine to Hawaii, from southern Alaska to southern Alabama, in an intense, three-day conversation about history and education.

Over the three year span we held 15 Colloquia, for more than 575 history teachers, from 9 states and more than 50 different school districts. Each Colloquium was led by a three-person team consisting of an Historian, a Learning Specialist, and a Master Classroom Teacher and was far different from the standard "inservice education workshop."

Here are some comments about the program:

> "...a K-12 history training cadre (formed from colloquium participants) is now taking shape to provide teacher training to over 1100 elementary teachers in our District this coming fall. This training is vital as the historical themes were adopted last evening by our school board as core themes for history in the district...this means that the historical themes will impact approximately 27,000 elementary students in our District each year."--Douglas A. Phillips, Local Site Coordinator, Anchorage, Alaska

> "I have heard nothing but rave reviews from the teachers who attended and many who did not attend were lamenting their missed opportunity. I have had many opportunities to work with national groups and consultants but your group was the BEST ever."--Myrna Nekoba, Local Site Coordinator, Hilo, Hawaii

> "...we have been writing a new Grades 5-8 social studies curriculum and many of the teachers on the writing team have used the lessons learned during the colloquium. Obviously, this has a direct effect on the quality of instruction and curriculum for our students...this is the finest quality in-service that has ever been offered..."--Gerry Katz, Local Site Coordinator, Cheltenham Township, Pennsylvania

> "The opportunity to work with the staff of the National Council for History Education during the three day colloquium in Merced at our school was a signal moment in our staff development effort in this discipline." --Peter Hodges, Local Site Coordinator, Merced, California

If you are interested in learning how to create a professional development program that elicits this kind of enthusiasm, you will want to read this Manual. We've tried to share with you why we think the Colloquium works, how we put a Colloquium together, and how you can create a History Colloquium of your own.

If you care about history and how history is taught this Manual was written for you!

The History Colloquium is a program of the
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